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В сборнике материалов XI научно-практической конференции «Современное языковое образование: инновации, проблемы, решения / Modern Foreign Language Education: Innovation, Challenges and Solutions» представлены статьи на английском и русском языках. В сборнике статей описываются происходящие в современном языковом образовании инновационные процессы, рассматриваются актуальные вызовы, исследуются возможные решения возникающих проблем.

Часть статей сборника освещают фундаментальные вопросы языкового образования и английской филологии, а также лингводидактики, диахронической и синхронической лингвистики и межкультурной коммуникации. Другая, преобладающая часть статей сборника посвящена прикладным аспектам разработки и внедрения современных направлений и подходов в развитии технологий и методик языкового образования. Сборник предназначен преподавателям иностранного языка, лингвистам, специалистам по английской филологии, межкультурной коммуникации, лингводидактике, теории и методике преподавания иностранных языков, аспирантам, студентам старших курсов и широкому кругу интересующихся лиц.

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Предисловие

В настоящем сборнике публикуются материалы состоявшейся в апреле 2020 г. на базе Внститута международного образования МПГУ XI научно-практической конференции «Современное языковое образование: инновации, проблемы, решения / Modern Foreign Language Education: Innovation, Challenges and Solutions». Как всегда, конференция послужила площадкой для научного диалога, обмена опытом и повышения квалификации педагогических кадров. Более сорока участников конференции выступили с докладами, охватив широкий спектр вечных и злободневных вопросов лингвистики, лингвостилистики, лингводидактики, теории и методики языкового образования, осмысления миссии и роли учителя, образовательных и обучающих технологий в эпоху стремительной дигитализации образовательной среды и многообразных мировых вызовов.

Сборник содержит работы, посвященные исследованию и критике современной онтологии языка, а также тайнам первоначального освоения языка человеком (например, в статьях Д.А. Шаймуратовой, М.А. Домбровской). Отметим тесную взаимосвязь языка и образования. В концепции В. фон Гумбольдта язык – есть орган, образующий мысль; в одной из допустимых концепций языкового образования, язык есть орган, образующий языковую личность человека говорящего (как субъекта коммуникативных событий и поступков – Г.И. Богин). Языковая личность может выступать объектом аналитического описания, как, например, в посвященной просодии речи учителя английского языка статье А.Я. Зильберман. Языковая личность в образовательном контексте может также выступать как объект конструирования (например, в работах П.Д. Авсиевич и А.А. Богатырева, Т.С. Девяткиной, Е.А. Россинской, С.А. Масловой, Е.А. Световой, Н.В. Дроздовой, Т.Ю. Супрыкиной, О.А., Чекун, М.Н. Шевлягина, Ю.А. Роткичевой). В последнем случае речь идет о формировании необходимого ансамбля компетенций и коммуникативных готовностей обучающегося.

Образование в диалектическом понимании этого термина есть не только и не столько «формирование» (несмотря на очевидное

семантическое сходство основ), сколько становление и развитие личности человека. Именно развитие человека определил целью отец всеобщей дидактики Ян Амос Коменский. При этом путь к знаниям, путь в социум и, наконец, путь человека к себе освещает путеводная нить языка. Владение языками открывает и расширяет доступ к текстам и смыслам культуры, позволяет человеку получить образование мирового уровня. Во времена Комениуса основным языком науки и образования выступала латынь. Сегодня в мире лидирует ее «племянник» – английский язык. Наблюдению и анализу диалектического развития энергии языка, отысканию важных ключей к значениям и смыслам в ткани языка, текста и дискурса посвящены лингвистические работы группы студентов, проходящих обучение по программе двойных дипломов с Лондонским университетом (М.А. Гришина, А.А. Дмитриевой, Д.А. Шаймуратовой, А.А. Щукиной и др.).

Как известно, язык в его эстетической функции и текст в функциях конструирования, производства, передачи и распространения глубинных смыслов культуры теснейшим образом сплетены в единую ткань художественного повествования. В этой связи представляют интерес вошедшие в сборник статьи по общей и исторической поэтике английского текста и дискурса, отмеченные участием М.А. Фомичевой, В.М. Федоровой, Д.А. Шаймуратовой и других авторов. Решение студентами научно-исследовательских задач позволяет воспитывать открытость и интерес к миру, оттачивать умения и навыки критического мышления, делать оригинальные выводы, совершенствовать владение языком и даже разрабатывать и создавать новые метаязыки научно-исследовательской деятельности.

Многие статьи сборника посвящены решению прикладных задач языкового образования, связанных с актуальными направлениями совершенствования содержания и средств обучения (например, формированию прагматической компетенции – в работе Н.В. Дроздовой и О.А. Чекун), обучению аутентичному английскому языку и культуросообразному пониманию (в работах П.Д. Авсиевич, М.А. Васильевой, Т.Ю. Супрыкиной и др.). А.К. Яркова посвятила статью обоснованию педагогической установки на развитие креативного мышления

учащихся. Э.Г. Юзбашева рассматривает пути внедрения и развития проектной деятельности в вузе.

Университет – безусловно, традиционная классическая европейская форма образования, и тем не менее он объединяет сеть современных интерактивных площадок становления и развития личности специалиста будущего. Не случайно, поэтому ряд публикаций сборника посвящен освоению и осмыслению новых форм, средств и режимов современного языкового образования. Повышению качества преподавания в условиях вынужденного дистанционного режима с применением платформы Zoom посвящена статья Н.М. Ермоленко. Осмыслению и критическому анализу вызовов электронного образования посвящены исследования И.Н. Аксеновой, Э.Г. Юзбашевой, И.И. Игнатенко, М.А. Черных, О.А. Чекун.

Особое внимание в сборнике уделяется вопросам, решениям, методам и приемам мотивации современного обучающегося к обучению и вовлечения в освоение иностранного языка. Значительное внимание в статьях сборника авторы уделяют таким двум актуальным трендам в методике преподавания как (1) «интерактивное обучение» (Ю.С. Берова, А.А. Богатырев, Т.С. Девяткина, Е.А. Россинская, В.В. Краснова, В.А. Безруков) и (2) «совместное / групповое обучение в сотрудничестве» (А.А. Кожикина, П.О. Коробова, В.Ю. Михайлов, Д.М. Ложкина, Ю.В. Калинина, А.В. Сепоян, А.А. Богатырев). В статье Л.Р. Байбуриной и А.В. Григорян рассматривается вклад технологии дополненной реальности в придание интерактивности современному обучению английскому языку. Обучение английскому языку сегодня тяготеет к неформальным средствам и режимам обучения. Статья А.Г. Красавина и Н.В. Малинина посвящена применению комиксов как инструмента обучения английскому языку. Исследователи М.В. Голубева и А.А. Колобова анализируют вклад технологии игрофикации обучения в организацию урока английского языка. Е.В. Шатохина рассматривает возможности настольных игр в формировании межкультурной компетенции. Возможности современной цифровой среды рассматривается как ресурс обучения английскому языку, например, в статье А.В. Ястребовой и Е.А. Световой, посвященной

обучающим возможностям Instagram «Stories» при изучении английского языка.

Важную роль в обеспечении качества обучения играет экологический подход к организации обучающей среды и учебного взаимодействия в ней (Ю.С. Берова и др.). Е.Ю. Скрыбина освещает нейропедагогический подход к управлению со стороны педагога усвоением учебной информации обучающимися на занятии. С.А. Мамедли пропагандирует дифференцированный подход в выборе задач и средств обучения в разно-уровневой группе. Авторы Ю.С. Сиденко и Н.В. Малинин рассматривают занятие по английскому языку как ресурс развития критического и креативного мышления учеников. Статья С.М. Доровской и О.А. Чекун посвящена осмыслению культурных факторов, оказывающих влияние на образовательные практики, на примере образовательной системы Южной Кореи.

Одна из ключевых и неотъемлемых миссий университета – производство и распространение знаний. Отметим еще раз, что основу настоящего сборника составили статьи молодых и начинающих ученых – студентов магистратуры и бакалавриата института международного образования. Для кого-то из них это первая научная публикация. В этом факте можно видеть и часть личной истории и, выражаясь современным языком, образовательную технологию. Ведь не случайно, по словам великого философа И. Канта (1784), «публичное пользование собственным разумом всегда должно быть свободным, и только оно может дать просвещение людям».

Надеемся, что опубликованные материалы будут интересны не только для ученых, аспирантов и студентов, но и для школьных педагогов и широкого круга лиц, интересующихся современными тенденциями в сфере образования и изучения иностранных языков.

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Аналитическое чтение как средство формирования коммуникативной компетенции студентов исторического факультета при обучении английскому языку

Аннотация: в статье обсуждается актуальность обучения студентов исторического факультета аналитическому чтению англоязычных аутентичных текстов на занятиях по английскому языку с целью формирования и развития коммуникативной компетенции на английском языке, а также формирования профессиональных интерпретативных и риторических готовностей. Освещается образовательный потенциал использования аутентичных текстов на английском языке, содержащих лингвистическую, историческую и социальную информацию, и применяемых для обогащения предметных и языковых знаний студентов, а также стимулирования их к проведению научных микроисследований.

Ключевые слова: аналитическое чтение, интерпретация исторического текста, коммуникативная компетенция студентов исторических факультетов, профессиональные коммуникативные умения, аутентичный текст, курс.

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Analytical Reading as a Tool of Communicative Competence Formation of the History Students in English Lessons

Abstract: The article describes the relevance of teaching analytical reading of English-language authentic texts to history students, with the purpose of formation and development of general and vocational communicative competence in English, as well as vocational competency formation. The article highlights the educational potential of using authentic texts, containing linguistic, historical and social information to enrich students' vocational content and linguistic knowledges and stimulate them for conducting scientific micro-research, as well as developing rhetoric and interpretative skills.

Keywords: analytical reading, historical text interpretation, communicative competence of history department students, vocational communicative skills, authentic text, discourse.

Introduction Relevance of the issue

Presently, a student-centered approach is being introduced in the modern methodology and practice of teaching foreign languages. The challenges of teaching English at the non-linguistic faculties are conditioned by the limited number of classroom hours, students' low motivation and insufficient interestedness in learning a foreign language at non-linguistic faculties. This article is dedicated to the issues of developing vocational communication aspects in teaching English to history department students and

boosting their vocational skills of working with the texts on the basis of reading authentic historical narratives in English as a part of their English learning outcomes.

The purpose of the article is to give an overview of key components of communicative competence. An important role in it belongs to so-called discourse sub-competence, dealing with the ways the meaning is represented in relationship to the entire discourse or text. The study pays attention to interrelation of terms “text” and “discourse” in teaching analytical reading as a basis for shifting learner’s activity from receptive (reading and analyzing a text) to productive oral/written communication in English within frame of vocational historical discourse.

Methodology

The methodological base of this article includes the method of publications analysis and the method of definitions.

Questions of the text production, reception and interpretation are traditional for cultural studies, education lingua-didactics. The linguistic, rhetoric and psychological mechanisms of text perception and interpretation have been described in works by Lev Vygotskiy [13], Mikhail Bakhtin [1], R. de Beaugrande (1981) [25], Yuri Lotman [19], V.A. Buchbinder [22], G.I. Bogin (1980, 1982, 1986, 1989) [9; 10; 11; 12], M.M. Hirschmann (1991) [15], V.V. Bognanov (1993) [7], Bogatyrev (1996, 1998, 2001) [3; 4; 2], V.N. Meshcheryakov (1995) [20], E.S. Bogdanova (2015) [8], K.A. Rogova (2008) [23], I.R. Galperin (1981) [14]. G.I. Bogin (1980, 1986) described the roles of the language personality in its relation to the varieties of texts [9, 11]; I.R. Galperin provides the linguistic analysis of a text [14] and M.M. Hirschmann considered the philological analysis of a text [15].

Reading is one of the key facets of speech activity [11, p. 6]. Since learning foreign language demands many efforts from the students to acquire knowledges and implement them into life (within social and vocational scope of a person’s activity), we decided to concentrate on teaching analytical reading as a tool for communicative competence formation.

In accordance with the Federal State Educational Standards in the field of Pedagogical education (educational profile: history and social science), the following competences should be developed in students of the faculty of history: UK-4 and UK-5. UK-5: “Able to perceive the cross-cultural diversity of society in socio-historical, ethical and philosophical contexts”, UK-4: “Able to carry out business communication in oral and written forms in the state language of the Russian Federation and a foreign language (s)” [28].

Historical education involves working with texts of different historical epochs, which requires students to master the techniques of analyzing written information for further scientific research / educational purposes (e.g. the ability to speak about the source and provide expert assessment). Analytical reading is part of historian’s competency; it is usually concerned with retrieving and interpreting the implicit information in the text. Authentic historical texts contain linguistic, historical, and social information. So future history teachers should develop both the language knowledges and skills and the vocational communicative competence by close reading of authentic English texts. By choosing authentic texts as a basis for reading, English teachers obtain an opportunity to expand students’ knowledges on the content area and stimulate them for conducting scientific micro-research, appealing to information taken and analyzed from authentic sources. A.A. Bogatyrev, A.V. Tikhomirova, O.P. Bogatyreva (2017) present a possible basic multi-level model of interactive pedagogical presentation. The step-by-step development of the teacher’s educatory message and disciple’s reception as an event of interpersonal textual communication is unveiled in terms communicator, text projection, dialogue, text recipient’s understanding set [5].

Various educational activities can be based on analytical reading of authentic English documents of various genres.

We set the following tasks teaching analytical reading:

1. select authentic English written sources and link professional text analysis with the extraction of hidden information from the text;
2. teach students to work with and analyze the written source, based on their English possession level;

3. stimulate students to produce speech utterances, generate a “new product” (written / oral texts: a report, an article, a literary review, etc.) based on the analysis of the read text.

This could be treated as a structure of relationship “a student and a text” and through analytical reading (the ability to ask questions to the text, elicit hidden information) and the interpretation of written historical sources, the student will move to the creation of educational or academic written/oral texts within the historical studies discourse.

Key components of communicative competence

The term Communicative competence was coined by N. Chomsky and then developed by Dell Hymes in 1966 to contrast to the Chomsky's notion of the “language competence”. Later, Canale and Swain (1980) proposed another set of key components of communicative competence, which include grammatical competence (knowledge of phonology, morphology, grammar and syntax, grammar), sociolinguistic competence, which is made of two sets of rules : “sociocultural rules of use and rules of discourse”. Knowledge of these rules will be crucial in interpreting utterances for social meaning, particularly when there is a low level of transparency between the literal meaning of an utterance and the speaker's intention [26, p. 30] and strategic competence (verbal and non-verbal communication). In 1983 Canale explicated communicative competence into four categories (Grammatical, sociolinguistic, discourse and strategic) and a **discourse competence** was separated as a separate component [27]. It deals with the ways the meaning is represented in relationship to the entire discourse or text.

The authors of the article ‘Communication model typology for FL / intercultural vocational training communicative competence acquisition’ A.V. Tikhomirova and A.A. Bogatyrev (2016) introduce a distinction between the holistic concept the communicative competence and define *ten specified models* of the communicative competence, dealing with contrasting facets and approaches to training ESL/ESP communicative skills. The research provides implications for teacher's model-based choice of modes, tasks and technologies of non-

linguistic university students communicative skills training according to specified educational needs and vocational training tasks [24].

In our study we must also pay attention to the sociocultural sub-competence [27] component within history students' vocational communicative competence formation. It covers two important interrelated aspects in the process of analytical reading: extracting and interpreting the hidden information within the cultural, historical and social background and the eventual manner of their representation, preconditioned by the author's subjective point of view, disclosed by inherent in the narrative linguistic evaluative means, stylistic registers, various rhetoric structures etc.

The first step of developing sociocultural competence of a historian is concerned with the analysis of a text stylistic features (genre, the form and the structure of a text, function(s) of a text, etc), and how the cultural peculiarities are predominated in the language through the use of lexical items (historicisms and archaisms). The second step is devoted to teaching students to talk about historical texts, applying the information they analyzed, within the historical discourse. Thus, the competence will be formed as the moving from reading a text to oral communication within the historical discourse.

Correlation of terms “text” and “discourse”

Now we will move to the clarification of notions “text” and “discourse”, since these two notions require special attention in teaching analytical reading. Nowadays many research studies dedicated to the distinction between a text and discourse exist. The difficulty is that the text and discourse are tightly connected and such notions are not opposed to each other, but are juxtaposed due to their interconnection.

According to typographic interpretation of text by I.R. Galperin “The text is a graphic representation of “a piece of reality”. It is the product of a written version of the language. <...> One of the essential features of a text is its completeness» [14, p. 5]. A. P. Minyar-Beloruicheva writes that “the perception of a text that changes due to extralinguistic circumstances, typical not only for the era of its creation but also for the time of its reading. Images and thoughts generated by the text

create a virtual world – a discourse that is broader and deeper than the text [21].

As texts have a lingua-didactic and cultural potential to study the information about the culture and the life, T.V. Zherebilo gives the following definition of the text as a unit of culture: “the text is immersed in the cultural space of the epoch, the cultural thesaurus of the addressee, reflects the features of the author’s personality, knowledge of the author, his lexicon, image of the world, goals, motives. The text bears the imprint of the culture of a certain stage in society, culture, nation, with its traditions, habits, mentality, culture, unique personality of the Creator” [17, p. 394].

Many researches have been dedicated in the last four decades to the study of *discourse*. Due to this fact, there are different interpretations of a discourse that should be mention in the paper. For the first time, the relationship between the concepts of “text” and “discourse” was considered in the works of T. A. van Dijk. The author separated the concepts of “text” and “discourse”: “Discourse is not just an isolated textual or Dialogic structure. Rather, it is a complex communicative phenomenon that includes a social context that gives an idea of both the participants of communication (their characteristics) and the processes of production and perception of the message” [16, p.112–113]. “Discourse, violating intuitive or linguistic approaches to its definition, is not limited to the framework of a specific language utterance, that is, the framework of the text or the dialogue itself» [16, p. 122].

V. V. Krasnykh also gives a close definition, considering the concept of discourse from a linguistic point of view as “a set of texts with their extralinguistic parameters taken into account” [18, p. 198]. Based on this definition, we can talk about historical discourse – correlation of texts (on the problem, the type of source, and so on). In addition, Krasnykh notes that discourse “has two plans—linguistic and linguistic-cognitive. The first is related to the language, manifests itself in the language tools used, and appears in the aggregate of generated texts (discourse as a result). The second is related to language consciousness, determines the choice of language means, affects the generation (and perception of texts), manifesting

itself in context and presupposition (discourse as a process)” [18, p. 201]. We can say, that the linguistic plan of discourse is connected with stylistics, and the teacher aims to pay attention to the use of lexical items (archaisms and historisms) and study with students the use of stylistic features accepted for the particular type of a text (publicist style, belle-letters style, etc.). Since the lingo-cultural aspect is concerned with cultural features and students are exposed to read English literature within historic discourse, the teacher has to discuss the traditions, the world view and mindset of Englishmen.

Thus, we can conclude that the text generates a discourse. Discourse is the verbalization of texts, taking into account extra-linguistic factors that affect the creation, perception, and decoding of texts. Also, discourse is related to oral communication and requires an understanding of the characteristics of the target culture.

The topical issues of methodology of teaching analytical reading at non-linguistic faculties as a source of communicative competence have been studied by Olga Bogatyreva (2006) introduced a methodological notion of educatory verbal text, which can be defined as a poly-situational and poly-intentional entity, based on interactions between the lines of written message, teacher’s guidance and student’s projections of the text construction [6, p. 6]. The author introduces typology of educatory verbal texts, based on methodological principles of their processing and interpreting within frame of educational learner’s activity types and styles [6, p. 14]. Within proposed typology Olga Bogatyreva (2006) specified a so-called ‘*springboard texts*’ a functional subtype of educational verbal text in TEFL. This is a special type of educational text co-construction, based on interactive and creative approach to the authentic text-based *interpretative discourse production* [6, p. 14]. Generally, the students’ capacity of (c) springboard educational text production rests on their preparedness to produce (a) educational slot-filling texts (based on dealing with texts with blanks) and then (b) the so-called “*complementary texts*” (based on learner’s ability to deal with higher order of meaningful correlations).

The final aspect to be highlighted is the distinction of historical discourse. A.P. Minyar-Beloruicheva writes that the historical discourse

is formed by several groups of interrelated texts: primary sources (monuments, statues, paintings, newspaper articles and magazines) and secondary texts created on their basis—scientific, historical or artistic works [21]. The value of primary sources lies in the fact that they contain information about the culture, traditions, and worldview at the time of their creation and “primary sources, which should be considered in context, contain information that cannot be changed, which indicates statics as their fundamental property. The discourse of primary sources acquires dynamism in their interpretation”. Following this, the author classifies historical discourse into two main types: primary historical discourse and secondary historical discourse.

Secondary historical discourse is produced by texts that are secondary in relation to primary sources, i.e., scientific-historical and artistic works that explicitly and implicitly trace not only the primary sources but also their evaluation [21]. In secondary historical discourse, there is a **historical consciousness** of the researcher or writer, his perception and interpretation of the events of the past, described in the primary sources.

There could be elicited some difficulties in students' interpretation of historical events, presented in the text. The students' conclusions, based on the analysis of events could depend vastly on the level of their general and vocational education, interpreter's position as a historian and the refraction of one's worldview and some prejudiced point of view on historical events. In this case, the secondary historical discourse is hyper-evaluative, it bears some reader's imprint on producing a new text projection / or text—an opinion article, an overview of historian events, etc. Some misunderstanding of the text could be caused by the lack of knowledge of lexicology and stylistics, and the teacher's should be ready to explain the use of historicisms, archaisms and their meanings in text, demanding students (historians) to describe the historical context – the discourse of a particular epoch the concrete text belongs to. The teacher should take measures so that the students' analysis of events described shouldn't be too biased. This could be a set of critical thinking questions, for example.

Results and discussion

Teaching history department students analytical reading skills should be conducted within frame of the student-centered approach in order to develop vocational communicative competence, based on students vocational interest and initiative. In this connection, the teaching materials should be represented by the authentic historical texts, which could draw students' vocational attention.

An important step in developing history students vocational communication skills in English is transition from primary and then analytical reading of texts to generation of their own interpretative text projections. Using '*springboard approach*' (Bogatytreva, 2006) [6, p. 14], history department students should be requested to produce new written/ oral text, based on analytical reading and interpretation of authentic historical materials. Adequate analytical reading and vocational interpretation of authentic teaching materials reveals the methodological interconnectedness of the terms “historical text” and “historical discourse”. The production of the so-called *secondary texts* should be criticized and assessed within historical studies discourse, paying attention both to the context of historical extra-linguistic factors of the text and the scientific and academic principles of historical discourse interpretation. Analytical Reading of authentic historical texts in English should be viewed as a way of formation of students of history department vocational communicative competence.

Conclusion

Authentic historical texts can be regarded as vehicles of meaningful messages and as containers of information about the time, culture, the historical situation of a country and society. Multi-syllabus reading of authentic English historical and figurative texts contributes to developing students' General English skills and their ESP vocational preparedness formation. The ensemble of such skills, gained through English authentic texts analytical reading practice, provide good ground for developing vocational outlook of history department students. A significant amount of such kind of information could be learned or elicited by students in the course of analytical reading in English.

Analytical reading provides methodological stimuli for shifting learners' activity from reading a text to oral communication or writing a new text, based on the knowledges, directly stated or skillfully elicited by the reader of the text by using critical thinking techniques. In this connection, analytical reading of authentic English texts can be regarded as a tool of complex formation and development of vocational communicative competence of history department students.

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Влияние уровня владения иностранным языком на специфику проведения комплексного задания «ДИКТОГЛОСС»

Аннотация: в статье рассматривается понятие задания «диктоглосс» и особенности его проведения, проводится анализ Европейской системы уровней владения иностранным языком, обосновывается необходимость владения иностранным языком на уровне не ниже B1+ для успешного проведения задания «диктоглосс».

Ключевые слова: методика преподавания иностранного языка, диктоглосс, Европейская система уровней владения иностранным языком.

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Influence of the Level of Foreign Language Proficiency on the Specifics of the Complex Task “Dictogloss”

Abstract: The article discusses the concept of the task “dictogloss” and the features of its implementation, analyzes the Common European Framework of reference, justifies the need for foreign language proficiency at a level not lower than B1+ for the successful conducting of the task “dictogloss”.

Keywords: methods of teaching a foreign language, dictogloss, Common European Framework of reference.

Методика преподавания языка – наука, которая стремительно развивается вместе с развитием информационного общества. В настоящее время наряду с известными и проверенными временными формами работы появляются новые, которые по сути являются собой ту или иную комбинацию существующих методов и форм работы. Основная цель занятий по иностранному языку – формирование иноязычной коммуникативной компетенции, развитие четырех речевых навыков (говорение, чтение, письмо, аудирование). Речемыслительная деятельность – это процессы мышления и речи, которые проявляются как принадлежащие сознанию человека – ключевая на занятии по иностранному языку. Активное введение в методологию принципа коммуникативной направленности влечет за собой изменения форм работы на занятиях, которые должны обеспечить постоянную возможность вовлечения каждого студента в совместную учебную деятельность, с учетом личностных характеристик и особенностей каждого участника образовательного процесса. Формы групповой работы в большей степени адаптированы к процессу изучения иностранного языка. Работа в группе дает возможность путем общения с другими

членами группы формулировать свою собственную позицию, координировать действия, которые могут способствовать развитию сотрудничества, межличностной компетентности и коммуникативных навыков [6]. Групповая работа позволяет обучающимся самостоятельно принимать решения, обсуждать различные точки зрения и приходиться к соглашению [4]. Данная компетенция является необходимой не только в контексте иностранного языка, но и в целом в дальнейшей профессиональной деятельности обучающегося. Таким образом, групповая работа на занятиях по иностранному языку соответствует распространенному в данное время компетентностному подходу, так как готовит обучающегося к активной жизни в обществе.

Формирование иноязычной коммуникативной компетенции включает в себя развитие письменной речи как один из своих компонентов. Для того чтобы научить студентов писать на занятиях по родному языку, а также на занятиях по иностранным языкам, педагоги используют различные виды работ, в том числе диктант. В современной методике отношение методистов к диктантам неоднозначно в зависимости от направления. Например, сторонники грамматического перевода и прямых методов признают его значимость, а сторонники натурального метода отвергают. Так как в нашем обществе существует тенденция к универсализации, появляются виды работ, которые отвечают требованиям нескольких подходов.

Одной из таких форм работы является диктогloss. Слово «диктогloss» происходит от слов dictation и gloss («объяснение», «толкование» или «пересказ текста»). Он похож на тот вид работы, который всем известен – изложение. Р. Вайнриб [7] считала диктогloss альтернативным методом обучения грамматике, который приводит к более точному и правильному использованию языка. Сущность диктогlossа – это воспроизведение текста, продиктованного ранее, приближенно к оригиналу максимально с информационно-содержательной стороны и, по возможности, с использованием лексико-грамматических и стилистических особенностей лингвистически точно и адекватно [4]. Диктогloss изначально задумывался как инструмент формирования грамматических навыков, но по своей сути это задание охватывает все виды речевой дея-

тельности: слушание (когда учитель читает текст), говорение (когда происходит обсуждение в подгруппах), письмо (когда делают заметки, опоры и когда один член группы пишет, а остальные исправляют свои ошибки), чтение (когда участники читают текст непосредственно за пишущим или когда они обмениваются готовыми текстами и читают работу друг друга) [1].

Этапы проведения диктогlossа следующие:

- Выбор текста учителем (преподавателем), который осуществляется на основе учета уровня подготовки обучаемых, а также целей диктогlossа (развитие определенных лексических и грамматических навыков).
- Стадия подготовки – учитель представляет тему текста, вовлекает учащихся в активное обсуждение темы.
- Разделение учащихся на подгруппы.
- Первичное чтение текста учащимся вслух (либо аудиозапись). На данном этапе заметки делать запрещено, ибо это является отвлекающим фактором, препятствующим общему пониманию текста.
- Вторичное чтение текста, при котором учащиеся делают заметки.
- Каждая подгруппа получает задание реконструировать текст, совместив заметки каждого из участников подгруппы. Учащиеся работают с собственными записями, выстраивая их в логическом порядке.
- Учащиеся совмещают свои записи в подгруппе и решают, каким будет исходный текст.
- В каждой группе выбирается пишущий, которому все участники группы диктуют, что нужно писать, при этом корректируя друг друга.
- Этап анализа и коррекции – сравнение полученного текста либо с текстами из других групп, либо с текстом-оригиналом [1; 5].

Цель диктогlossа – развитие лексических и грамматических навыков через групповую работу. Диктогloss можно проводить на любом этапе занятия, но предпочтительнее на заключительном этапе, когда необходимо практиковать полученные знания,

либо на этапе предконтроля, когда необходимо обнаружить «слабые места» обучающихся и увидеть, над чем еще нужно поработать. Таким образом, можно сделать вывод, что диктоглосс – это практически универсальное упражнение для развития всех языковых навыков, потому что предполагает участие всех четырех видов речевой деятельности – слушание на этапе прослушивания текста, говорение на этапе обсуждения того, что включить в итоговый текст; чтение на этапе просмотра своих заметок и заметок других членов группы, а также на этапе подготовки окончательного варианта текста, который каждая группа должна предоставить по окончании упражнения; письмо на стадии подготовки окончательного текста. Что касается лексических и грамматических навыков, то они непосредственно зависят от темы, в которой используется данное задание.

Универсальность задания «диктоглосс» ставится под сомнение, когда речь идет об уровне владения иностранным языком. Согласно Европейской системе уровней владения иностранным языком (CEFR-Common European Framework of Reference) [3], которая устанавливает общие эталоны, используемые для определения языковой компетенции во всем мире, существует шесть уровней владения иностранным языком – от A1 до C2. Чтобы унифицировать эту систему для любого языка, ALTE – Ассоциация языковых тестировщиков Европы – разработала определенный набор навыков, которые соответствуют каждому уровню – от начального уровня A1 до уровня квалификации C1. Таблица весьма обширна, она включает в себя общие, социальные, туристические, образовательные и трудовые навыки и умения. По отношению к заданию «диктоглосс» следует учитывать формирование общеучебных умений и навыков, присущих уровням владения языком от A1 до B2. Правомерным будет утверждать, что успешное выполнение задания «диктоглосс» возможно только при уровне иностранного языка у обучающихся не ниже уровня B1.

Разберем некоторые из вышеизложенных этапов проведения диктоглосса, основываясь на таблице 1 [2], в которой содержатся выдержки из Европейской системы уровней владения иностранным языком. Например, этап отбора текста учителем. На уровне A2

обучающиеся могут только воспринимать примитивную фактологическую информацию и простые учебные тексты на знакомую тему. А на уровнях B1 и B2 учащиеся способны воспринимать нетипичную информацию на знакомые темы. Так как цель задания «диктоглосс» – это формирование коммуникативной компетенции, то целесообразно подбирать такие тексты, которые включают не только образовательную информацию, но и информацию культурного характера, что возможно только на основе более сложных текстов, а значит, только на уровне B1 и B2. На этапе первичного чтения уровень A2 предполагает только понимание общего значения учебного текста, к тому же при медленном чтении, что не соответствует технике диктоглосса, которая предполагает аутентичный текст, прочитанный в нормальном темпе. На уровне B2 обучающиеся способны быстро понять основное значение текста или найти необходимую информацию в нем. Поэтому на уровне B1 студенты уже в состоянии понять смысл текста – пусть после знакомства с ним во второй раз. Техника диктоглосса как раз предполагает прочтение текста дважды, а иногда даже трижды. Что касается вторичного чтения текста и заметок, то на уровне B1 студенты способны записывать некоторую информацию во время лекции (значит, и диктовки). Таким образом, студенты на этом уровне способны не только слушать текст, но и успевать записывать нужную информацию, ключевые слова и фразы. А на уровне A2 предполагается только умение заполнять анкеты и бланки, которое не может быть применимо в диктоглоссе. На стадии сопоставления заметок, обсуждения и комментирования также необходим уровень владения иностранным языком не ниже B1. Коммуникативный подход предполагает общение во время занятий только на иностранном языке. Поэтому обсуждение услышанного текста, заметок и комментариев должно быть осуществлено только на иностранном языке. Для того чтобы это общение было успешным и студенты могли получить конечный продукт – текст, сформированный на основе их заметок, они должны иметь уверенно сформированный коммуникативный навык. Умения написать короткий рассказ, которое входит в список навыков A2, для этого недостаточно. Студенты с уровнем владения иностранным языком

B1 уже имеют возможность высказывать свое мнение по общекультурным темам и абстрактным вопросам, что способствует качественному выполнению задания «Диктогloss».

Таблица 1

Уровни владения языком по общеевропейской шкале измерения

Уровень по общеевропейской шкале	Общие навыки и умения	Учебные навыки и умения
A1 Breakthrough (начальный уровень)	Понимание простой фактической информации, основных инструкций. Умение заполнять анкеты. Умение принимать участие в разговоре, но только на тему, знакомую учащимся	Понимание несложных инструкций и объявлений. Умение переписывать нужную информацию фактического характера с доски или из текста объявления. Понимание указаний преподавателя по домашнему заданию
A2 Elementary – Pre-Intermediate (Level 1 – первый уровень)	Понимание некоторой фактической информации (этикетки, знаки и т.д.) и несложных текстов учебного характера на тему, знакомую обучающимся. Умение выражать простые мнения в знакомом контексте. Умение заполнять анкеты, формы, писать простые письма.	Понимание смысла текста учебного характера (общего), если текст читается медленно. Понимание мнений, которые просто сформулированы. Умение написать короткий текст
B1 Intermediate (Level 2 – второй уровень)	Умение высказывать мнение на темы общекультурного характера и обсуждать отвлеченные вопросы, владея ограниченным набором средств выразительности. Понимание на слух объявлений и инструкций. Понимание смысла неклассической информации, но на знакомую тему. Умение делать заметки и писать письма на знакомые темы	Понимание инструкций со слов преподавателя. Понимание большинства обращений и указаний. Умение записать знакомую и незнакомую информацию во время лекции, при условии, что лекция идет под диктовку

Таблица 1. Окончание

Уровень по общеевропейской шкале	Общие навыки и умения	Учебные навыки и умения
B2 Upper-Intermediate (Level 3 – третий уровень)	Умение понимать инструкции и советы в деталях и находить нужную информацию в тексте. Умение принимать участие в беседе на разнообразные темы. Умение конспектировать и писать письма на нешаблонные темы	Умение оперативно понять основной смысл текста или найти в тексте нужную информацию. Умение конспектировать, чтобы впоследствии использовать свой конспект при подготовке к экзамену или при написании сочинения. Умение выступить на знакомую тему, ответить на вопросы фактического характера

Приведенные выше аргументы позволяют сделать вывод, что для успешного проведения задания «диктогloss», которое способствует формированию коммуникативной компетенции, уровень владения иностранным языком у обучающихся должен быть B1 и выше (основываясь на Европейской системе уровней владения иностранным языком) [3].

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Роль мотивации в обучении иностранному языку студентов вузов на основе коммуникативного подхода с использованием средств ИКТ

Аннотация: в статье рассматриваются понятия мотивации, учебной мотивации, их роль в обучении студентов вуза иностранному языку. Также рассматривается коммуникативный подход и использование инструментов ИКТ в контексте нынешней ситуации с пандемией COVID-19.

Ключевые слова: мотивация, учебная мотивация, коммуникативный подход, ИКТ, высшее учебное заведение, дистанционное обучение, COVID-19.

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The Role of Motivation in Teaching Foreign Language to University Students Based on a Communicative Approach Using ICT Tools

Abstract: The article considers the concepts of motivation, educational motivation, its role in teaching foreign language to university students. It

also considers a communicative approach and using ICT tools in terms of the present situation with COVID-19 pandemic.

Keywords: motivation, communicative approach, ICT, higher education institution, distant learning, COVID-19.

The process of communication, which is currently evolving due to the increasing frequency of the need for distance learning and work activities, is becoming more and more important.

Communication training is one of the leading themes in modern science, especially in connection with the COVID-19 pandemic, which began in late 2019 early 2020, when education, along with other spheres of society, was forced to look for ways to maintain the effectiveness of its work, in particular through online classes (Order of the Ministry of Science and Higher Education of the Russian Federation No. 397 of 14 March 2020 “On the organization of educational activities in organizations implementing educational programmes of higher education and related additional professional programmes, in the context of preventing the spread of new coronavirus infection in the territory of the Russian Federation”). On March 16, 2020, the Institute of International Education of the Moscow Pedagogical State University was one of the first language faculties in Moscow to transfer education to remote mode. This practice has proved to be effective, as can be seen from the feedback of students and teachers. In addition to the decisive measures taken by management, as well as the readiness of teachers, it is necessary to note the undeniable role of communicative approach alongside the ICT tools.

The motivation of students and teachers to continue foreign language classes in a new format played a major role in this situation, overcoming certain difficulties, such as the inability to hold classes in designated places and potential technical problems, maintaining a positive attitude in the current situation.

With the help of modern information and communication technologies, this issue can be managed. Not only do the capabilities of modern ICT allow for front-line work, but also pair work and mini-group work, for example, through the “session rooms” feature in the zoom program, along with the use of e-mail and social media capabilities to implement students’ collaborative and individual activities.

Let us consider the communicative approach itself. Having started in the 1960s [5], the communicative approach has replaced traditional approaches to learning. Based on the Passov E.I. classification, let us note the possibility of applying the above-mentioned approach to online foreign language classes successfully, having considered five principles of a communicative approach to our study:

- 1) *the principle of strengthening the speech activity* of students in connection with the peculiarities of conducting online classes, as one of the ways to maintain the motivation of students to learn a foreign language [5; 6];
- 2) *the principle of functionality*, which corresponds to the communicative motivation, consisting in the necessity to achieve a certain goal within a given situation [6];
- 3) *the principle of situativeness* – students are given the opportunity to work individually, in pairs and small groups by communicating in a foreign language;
- 4) *the principle of individualization* is certainly taken into account in the online platform during the discussion of topics of genuine interest to students, as well as having a positive impact on the motivation of students [2];
- 5) *the principle of novelty* – combining the capabilities of ICT tools and the effectiveness of the communication approach in teaching foreign languages opens up more and more prospects for maintaining, and so for increasing motivation in the process of learning a foreign language.

According to scientists, the communicative approach is the preferred choice of teachers of foreign language in online classes not only because it allows to effectively develop communication skills, but also because it allows to increase motivation of students, as motivation is dependent on speech, therefore, has communicative nature [3; 6].

Concerning motivation, it should be noted that there are two terms worth mentioning: motivation itself and educational motivation. The term “motive” (from FR. motif) means “prompting”. Literature analysis has shown various interpretations of motivation as a psychological and pedagogical phenomenon. According To E.G. Azimov and A.N. Shchukin, motivation is an incentive to work

related to the satisfaction of the individual’s needs; the relationship of external and internal circumstances that generate the individual’s activity and determine its direction [1]. According to A.K. Markova [4], motivation is a psychological reality, which is behind the positive attitude of a teenager to learning. Motivation is the starting point of any activity and therefore occupies a leading place in its structure. At the same time, the motivational sphere itself is a complex education. The level of development of the motivational sphere depends on the formation of needs, motives, interests, goals and other components.

Now the educational motivation is considered as a complex multiphase process, which involves various components [4].

When teaching a foreign language, the educational motivation is determined by: features of the teacher and his style, organization of the learning process, characteristics of students (level of development, self-esteem, gender, age), the specifics of the subject is a foreign language.

Let us take the classification of motives by B. Werner [7], and consider this in relation to teaching foreign language university students, taking into consideration the present situation with COVID-19. Educational motivation has a multi-level structure. According to the scientist [7], the following motives serve as components of educational motivation: a) *civil* (education prepares for life in society); b) *cognitive* (acquisition of knowledge and skills); c) *social identification with the teacher* (the ratio of the teacher’s requirements and the student’s high academic achievements); d) *social identification with parents* (compliance with parents ‘ expectations in the field of learning and behavior); e) *experiences* (correlates with the attractiveness of the educational material, entertainment and variety); f) *material* (study will give you the opportunity to get financial security in the future); g) *values* (high social status; prestige among peers).

The motives of educational activity for each individual are divided into main and secondary. At each stage of training, different motives may prevail.

In the current situation, when students and teachers have to work in new conditions of forced distance learning, some motives are represented more than others. The situation with

COVID-19 shows that no society is stiff, and despite the fact that we live in the 21st century, some insurmountable circumstances may appear, and the whole world has to put up with them. So, the *civil* motive is the most pronounced among both students and teachers, as they would like to be active members of society. The same can be said about the *social identification with the teacher and the parents*, because as adults all over the world carry on with their work and studies, finding even more opportunities to develop while having time, the students copy their attitude and put in a lot of effort. The *material* motive and the motive of *values* are a topical subject nowadays, due to upcoming difficult economic situation. The motive of *experiences* is suffering more now, owing to the fact that the ways of representing educational material are unusual for both teachers and students.

Thus, we can conclude that the role of motivation in teaching foreign language to university students is high, and it even grows in the present situation with COVID-19, when the educational process based on communicative approach has to be conducted distantly, only with the use of ICT tools, without face-to-face communication.

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Технология дополненной реальности в обучении английскому языку

Аннотация: в современном мире информационные технологии стали неотъемлемой частью человека. В связи с этим качественное образование возможно только в условиях новой образовательной среды, которая ориентирована на применение информационных технологий. К таким технологиям относится дополненная реальность, которая расширяет реальную окружающую картину мира виртуальными объектами. В данной статье рассматриваются возможности и примеры использования технологии дополненной реальности на уроках английского языка. Результаты проведенного эксперимента позволили заключить, что технология дополненной реальности способствует улучшению навыков говорения и повышает общую мотивацию к изучению английского языка.

Ключевые слова: дополненная реальность, урок английского языка, обучение иностранным языкам, современные технологии.

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Augmented Reality in Teaching English

Abstract: information technologies have become an integral part of our modern world. In this regard it is possible to provide our students with the high-quality education only in a new educational environment that is focused on the use of information technologies. The Augmented Reality is one of these technologies, which expands the real world picture with virtual objects. This article deals with the possibilities and examples of using Augmented Reality technology in teaching English. The experimental results showed that Augmented Reality technology in the educational process helps students to develop their speaking skills, undoubtedly increases the motivation of students and the level of assimilation of information by synthesizing various forms of its representation when teaching English.

Keywords: Augmented Reality, English lesson, teaching foreign languages, modern technologies.

According to the State Educational Standards, one of the main aims in teaching foreign languages is to develop the communicative competence. Based on the current needs of the learners and specifics of the subject, an important factor in teaching communication skills in English is the motivation for learning a foreign language. Any activities given to the students at the lesson should be focused on developing further interest and motivation of learners, and breaking the language barrier. These activities should be designed to incite students' interests, curiosity and include some diverse alternatives from school textbooks to handheld technological devices and other electronic appliances. Augmented Reality (AR) technology is one of these tools to be used in the classroom.

“Augmented reality technology allows you to use real-time image capture devices to recognize special labels (markers), as well as their position in space, and then embed imaginary objects in real space. These devices can be used as smartphone or tablet cameras or special augmented reality glasses” [3, p. 216]. This is the live view of the world we see through the mobile device, augmented with other data, and is something that has not changed much since Azuma defined AR as something that “...allows the user to see the real world, with virtual objects superimposed upon or composited with the real world” [1, p. 360]. The only additions to Azuma's definition are GPS, and the use of mobile platforms. In other words AR is a technology that allows superimposing various types of information (text, 2D and 3D graphics, audio) on real-world objects in real-time. Unlike virtual reality, which requires users to buy expensive headsets to immerse themselves in the virtual world, augmented reality is a more feasible option which allows teachers to use it in the classroom. All users need is a device with a camera that allows them to interact with the outside world, rather than shutting it off.

In foreign language teaching, the activities and educational environment are to be created in such a way that can draw students' attention, increase the motivation and confidence of students to learn English as a foreign language. With the usage of AR application, English teaching has enhances outcomes, motivation and interest of learners, and provide amusing and productive learning system by shifting concept of timing and location of language learning and mainly improve four skills such as reading, listening, speaking and writing. Curiosity is one of the most essential tools in learning. However, class environments do not always provide opportunities to liven up the lesson. Due to the development of technology, teachers now can overcome this obstacle by implementing AR technology into classroom activities.

Considering the psychological characteristics of students the use of various visual AIDS activates them, excites their attention and thus helps their development, contributes to a more solid assimilation of the material. AR is the result of using technology to superimpose information-sounds, images and text-on the world we see around us. With the help of tablets and mobile devices students can scan various

scenes in and they seem to be a part of reality. Students can take AR excursions right in the classroom, be able to take interview from famous people and take part in exciting quests in English. When the teacher implements any element related to AR, students perceive him/her as someone ahead of them. It also leads to greater attention in class.

One of the most significant features of AR from the point of view of pedagogy is that it provides an essentially student-centred and flexible space to provide learning opportunities. "AR's high level of interactivity enhances learning, particularly for students who learn through kinesthetic, visual, and other non-text-based methods. Mobile AR systems are especially useful for learning activities that get students actively engaged both inside and outside the classroom. Such applications motivate students to explore their surroundings and collaboratively develop their problem-solving skills." [2, p. 62]. According to Munnerley D. and others AR offers several special pedagogical opportunities:

1. Mobility.
2. Visualisation (which may be manipulated by the viewer).
3. Student constructed and generated content.
4. Alternative perspectives.
5. Comparison of and contrast between multiple perspectives.
6. Integration of multiple perspectives [4, p. 45].

The purpose of the research was to identify augmented reality technologies for effective and productive learning, development of students' speaking skills. In order to achieve the purpose of the research we conducted a series of lessons using AR technology.

One of the English lessons was on General English Course and the topic was "Shopping. Clothes". At the end of the lesson after presenting new vocabulary and practicing it students were asked to take their phones out. For this task the teacher asked the students to download the Lamoda App to their phones. The Lamoda App has a virtual fitting room using AR technology. For trying some trainers on, the user must point the camera at the feet and select the desired model. The task for the students was to work in pairs and make a dialogue with their partner. Students were asked to pretend they were in the sports shop where one of them was a customer and another

one was a shopping assistant. The customer should ask the shopping assistant what they want, what size they have and the shop assistant should solve any problem the customer has trying on different pairs of trainers.

During an English lesson dedicated to William Shakespeare, students were asked to take a virtual AR tour using the Google Expedition App. The teacher placed some markers on the floor and walls of the classroom. When a student pointed the phone at the marker, an object associated with Shakespeare should appear. Students could share information about the object or ask questions to the teacher. Thus the teachers can positively impact the ability of the students to retain information by using AR technology to visualize information.

Here is the list of mobile Apps to use for creating an English lessons with the help of AR technologies:

- Vocabulary teaching is very suitable for AR technology. A traditional lesson unit related to animals can be turned into an AR adventure. By using the app **AR WILD** learners can bring animals into life. After downloading the app learners can choose an animals, click on it and it will be turned into life. For instance, when an animated animal is on the phone screen, students can be asked to give a name to it, pet it and tell a story about a day in its life or students might talk as if they were these animals. Movements of animals can be told with references to tenses. This App was used while learning all about Africa. Students were to choose their favourite animal and make a fact file about it pretending they were journalists in the desert or safari. Then at the end of the lesson they were asked to share their facts in front of the class.
- With the app **Augmented Reality Effects**, students can experience a number of other activities. They can choose the topic Farm, bring to life some animals or any other farm-related item and create their own farm. Later on, they can compare their farms in pairs or present them in the groups. They can create their daily menu with the topic of food and drinks.
- With the app **LightSpace**, the students can experience a drawing lesson. The teacher may choose a photo, hand it to students and

ask to duplicate the same photo by using the effects in the app. Then the students can be asked to introduce their pictures by saying the colours they used and what subjects they have on their pictures.

- The app **Augment** offers another range of interesting effects which can be easily projected into the English lesson. By using Public Galleries from the app, the students can choose the topic For your Home, and design a perfect flat, or a room. They can be asked to redesign their classroom by placing the furniture items available in the app. When they finish, they can take a photo of the final result and compare with their peers.
- Another great app is **Wonderscope**. Through this app, the learners can interact with the heroes from different stories. They communicate with the heroes by asking them questions or giving answers. Both questions and answers are written on the screen. This enables the learners to be kept engaged and listen to an interesting story in English. In the classroom it can be organized in the following way. The class is divided into 3–4 small groups. Each group is given a mobile device or a tablet and each is given a different story. They experience the story and at the end share their story with the opposite group. As a follow-up activity, each group can list positive and negative heroes, the best part of the story, how they finish the story, what they change in it, etc.
- **Google Translate** is a great way of studying English without a dictionary. By using Google Translate special “AR mode” students will be able to instantly check up any unknown words.
- The App of the popular online store **Lamoda** was used at the lesson as a way of teaching adjectives. Students were asked to find a favourite pair of shoes, virtually try them on and share their choice with a partner (or to make a dialogue in a sports shop with the partner).

The relevance of the research of AR technology in the educational process is that the use of innovative tools will undoubtedly increase the motivation of students when learning English, as well as increase the level of assimilation of information by synthesizing various forms

of its representation. A huge advantage of using the AR technology is its visibility, information completeness and interactivity.

In this study, we found that the students who use AR applications in English learning show positive attitude towards the mobile AR application in addition they had very comfortable and enjoy during the lessons. Besides they have intention to use this technology in the future for other lessons and subjects because of the application attract their attention and increase their motivation.

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Комплексный подход к организации образовательной среды занятия по английскому языку как иностранному

Аннотация: развитие современных образовательных технологий и технологий обучения стимулируется необходимостью решения жизненно важных задач по адаптации образовательных инструментов к новым социальным реалиям и технологическим возможностям. Новые образовательные подходы и решения, методики и учебные материалы используются в перепроектировании и обновлении образовательной среды для изучения английского языка. Искусственно созданная среда обучения английскому языку рассматривается как динамическая система пространственных, педагогических, социальных, психологических, физических условий обучения, тщательно разработанное и грамотно реализованное управление обучением, организованное педагогически содержательное межличностное взаимодействие между всеми участниками образовательного процесса. Спроектированная таким образом среда способствует психическому, когнитивному и интеллектуальному развитию учащихся и повышению их образовательных результатов.

Организация взаимодействия учеников с образовательной средой играет важную роль в наполнении образовательного процесса соответствующим интересным, развивающим, обучающим, полезным содержанием. Использование компонентов тщательно разработанной среды может оказать существенное положительное воздействие на процесс изучения иностранного языка и результаты обучения. Комплексный подход к организации образовательной среды занятия по английскому языку как иностранному включает в себя такие аспекты, как учебный кабинет английского языка, аутентичные материалы, учебно-дидактические и наглядные

пособия, комплекс тщательно разработанных уроков, методы управления в классе, методы обучения в сотрудничестве и проектно-ориентированная деятельность. Тремя ключевыми факторами, положительно влияющими на успешное освоение иностранного языка в образовательной среде, являются: а) информативная и вдохновляющая пространственная организация кабинета английского языка; б) грамотно разработанный сценарий урока и эффективное управление учебной деятельностью; в) тщательно разработанный методический инструментарий для изучения английского языка. Системный подход к проектированию и эффективное применение компонентов образовательной среды способствуют повышению продуктивности учебной деятельности обучающихся на уроке иностранного языка.

Ключевые слова: погружение в среду обучения английскому языку, учебные результаты, аутентичные материалы, управление учебной деятельностью, обучение в сотрудничестве, учебно-дидактические и наглядные пособия, проектно-ориентированная деятельность.

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A Complex Approach to English as a Foreign Language Teaching and Learning Environment Design

Abstract: development of modern educational and learning technologies is instigated by solving the vital tasks of adapting educational tools to new social realia and technological facilities. New educational approaches and solutions, newly elaborated methodologies and teaching materials are involved in re-designing and updating English learning environment. English learning environment is considered as a dynamic system of proper spatial, pedagogical, social, psychological, physical learning conditions, carefully implemented learning management, well-organized and meaningful interpersonal

interaction between all participants of a learning process, which contribute to mental, cognitive and intellectual learners' development and their educational outcomes.

Designing pupils' interaction with learning environment plays important role in filling the educational process with appropriate, interesting, developing, learning and practicable content. Using the components of thoughtfully elaborated learning environment can produce a significant impact on learning a foreign language process and learning outcomes. Complex approach to teaching English as a foreign language comprises such aspects as English classroom, authentic materials, teaching and visual aids, a set of well-designed lessons, classroom management techniques, cooperative learning techniques and practicing project-based activities. The **three key** features that can positively influence a foreign language learner's performance in learning environment are (a) informative and inspirational spatial organization of English Classroom as a showroom; (b) proper English lesson and classroom management, (c) a carefully and extensively elaborated set of methodological tools for English learning activities. The systemic design and sound use of components of a learning environment contribute to making learners' activity in the foreign language in the lesson more meaningful and fruitful.

Keywords: involving English learning environment, learning outcomes, authentic materials, classroom management, cooperative learning, teaching and visual aids, project-based learning.

Introduction

The social importance of English as means of intercultural communication in global business, economic, social life and education cannot be argued. Modern researchers [1; 2; 5; 7; 9; 11; 13] focus on English learning environment, providing expedient conditions for achieving desired educational outcomes by the learner. The relationship between English learning environment, the learning process organization and successful achieving the desired educational goals is still a matter of discussion. How much does it really affect learners' outcomes? What should educational stakeholders do to create the enabling conditions for learning process? The main idea of the present research is based on the assumption that a proper learning environment can affect powerfully the learning process, and contribute effectively to learning outcomes in learning a foreign language.

The hypothesis of the study is that purposeful construction and proper methodological exploitation of English learning environment facilities provide enabling conditions for the learners' immersion in target foreign language and communication; a thoughtfully constructed *English learning environment* should be viewed as a valuable resource and competitive technological tool of EFL teaching and learning.

The purpose of the study is to provide a multi-faceted concept of a foreign language learning environment design. This concept could be used as a base for developing assessment indicators for measuring EFL learning environment impact on the English learning activity and learning outcomes.

Methods and Research

The research is based on general **phenomenological approach** to investigation of modern English learning environment, its key tasks and functions, and providing definition, based on overview and critical analysis of English and Russian publications.

The famous Russian psychologist L.S. Vygotsky considered a learning environment as a part of socio-cultural environment, in the context of which the goals and meanings of education are could be achieved. He said "...a social environment is a source of the occurrence of all specific people's features, acquired gradually by a child, or a source of the child's social development, which takes place in a process of real interaction of ideal and current forms" [12, p. 265]. Vygotsky believed that a social environment is an effective tool for child's upbringing and education process. Teacher is a mediator who should not only provide proper knowledges to learners, but also develop a highly motivating learning environment in order to involve them in interactive and creative elaborating EFL experience.

Russian researchers N.I. Polivanova and I. V. Ermakova proposed another structure of a learning environment. They emphasized "the internal orientation of the school, the psychological climate, the socio-psychological structure of the pedagogical team, the psychological organization of a transfer of knowledge, psychological features of learners and others" [9, p. 205] as key components of learning

environment. Tangible components of English classroom / study organization, psychological climate, choice of teaching and learning strategies and pedagogical interaction in the lesson, chronemics, overall extra-curricular background and others contribute to enabling productive English learning environment.

The subject-related psychological sets of the learner and learning activity related psychological climate in the lesson can be viewed as part of EFL learning environment. The researchers Vivian Wen-chi and Natalie Wu Pin-hsiang stated the following evaluative ideas for spotting optimal learning environment: “1. A good learning environment helps to improve the learning outcome. 2. A good environment provides the learner with care and support. 3. A good learning environment inspires and boosts the learning spirit. 4. A good learning environment cultivates responsibility in the learner” [13, p. 213].

At the same time the concept of learning environment can be justly viewed as a multi-dimensional entity. J. Bernard put forward a conception of **three dimensions** of learning environment: “Physical, social and organizational environments in which teaching and learning processes take place a more central role than previously acknowledged...the design and management of learning spaces is fundamental to the achievement of positive learning outcomes” [1, p. 9].

Physical environment refers to the design and placement of a classroom, everything what surrounding and including in it. It connected to a proper organization of a space, furnishings, teaching materials to increase the learning opportunities, and to involve of every child in studying process.

Social environment or psycho-social climate means pedagogical and social situations of interaction during the learning process, communication teacher-child, child-child, parents-teacher/school administration, and any school social aspects.

Organizational environment refers to the school curriculum, learning content and teaching methods, materials and media resources for organization of learning process. It is “the collective perceptions of the characteristics and practices of learning organizations held by the people who work and learn in them” [1, p. 13].

Russian scholar V.A. Yasvin developed the *ecological personality model* of learning environment, which comprises the three following components: *spatial-subject, social and psycho-didactic components*. They may be viewed as related to the above-mentioned triadic structure. Spatial-subject component likes the physical environment means space for learning. Social component as a social environment characterized by the relationships of all subject of educational activity – or stakeholders. Psych-odidactic component as a part of organizational environment includes content and methods of teaching based on the psychological goals of the learning process. All these components represent a “set of opportunities which allows the learning environment to have a developing effect on learners” [11].

The **aesthetic background** of the studying process can also be viewed as psychological resource of English students learning activity motivation. The creator of Suggestopedia approach Bulgarian psychiatrist and psychotherapist G. Lozanov points out that learners can learn something not only when they receive direct instructions during the learning process, but also from the environment where they receive the instructions: “The bright décor of the classroom, the musical background, the shape of the chairs, and the personality of the teacher are considered as important in instruction as the form of the instructional material itself” [10, p. 320].

A famous American philosopher and psychologist J. Dewey supposed that learning process is a social interactive process. Learners can succeed in the environment where they are able to experience interaction with school curriculum and take part in learning by doing. In order to prepare learners for life outside the educational institutions, it is necessary to use the learning environment as a means of motivation for an action, and as an opportunity to transfer knowledge and skills they have learnt to new situations. A learner should process information in active way and be able to apply it in real world, beyond the school. “The problem of general public-school education is not to train workers for the trade, but to make use of the whole environment of the child in order to supply motive and meaning to the work” [3, p. 314].

Yu.S. Manuylov considers *pedagogical environment* as a “system of actions with the environment, providing its transformation into

a means of education” [6, p. 22]. He proposed the idea of the *indirect impact* on the process of learner’s formation, upbringing, development and learning through the environment as well. As *action* term is the key one in his theory, Yu.S. Manuylov distinguishes three actions with the learning environment, which turn it into a learning tool and able to manage the studying process. They are ‘*diagnosis, design and production*’ [7, p. 29].

Powerful learning environment should help learners to understand social reality and help them to become more adaptive to changing circumstances. The creation of enabling artificial environment for learning a foreign language provides reliable educational conditions for application of EFL knowledge and skills into practice in real life speech situations. And this is what J. Dewey called as *experience*, one of the key moments of learning process. “The environment is whatever conditions interact with personal needs, desires, purposes, and capacities to create the experience which is had” [4, p. 16].

Taking into account the above-mentioned components of a learning environment in general, we can name its *three key functions* and features that can positively influence a language learner’s performance.

1. **English Classroom as a showroom** includes *informative and inspirational spatial environment*.

A classroom, performing the function of showroom can provide deeper exposure of learners to **English** language and culture. Maps and cultural symbols, popular sights and books in English, English puzzles, images of famous English scholars, historical persons, poets and celebrities promote deeper immersion in a foreign language sociocultural and communicative context. Thoughtful equipping English classroom could contribute to the creation of an enabling and productive learning atmosphere in the English lesson. It should produce a place for learners to apply their knowledges and skills into practice.

2. **Lesson and classroom management, various modes of purposeful extensive application of authentic materials, teaching and visual aids** refer to the *organizational environment*.

Lesson is a key unit of learning process. It is the time and place where mental, emotional, intellectual, linguistic skills of learners

are formed, measured and mastered. One of main teacher’s responsibilities is preparation and organization of a learning activity. Another one is choosing optimal teaching and learning styles in the lesson, taking into account the teaching targets and the level of preparedness and capacity of learners. A teacher performs various roles in the lesson – one acts as a planner, an instructor, a paragon of speaking English, an observer, an educational games and projects designer, a manager, a facilitator, an expert. The content of a lesson selected by a teacher should correspond to educational aims, fit learners’ interests, satisfy learners’ cognitive needs, and enrich the interactive instruction power of the learning environment. A teacher should create such a functional, creative learning environment to stipulate learners to learn a foreign language, as well as to encourage learning autonomy, provide comfortable learning conditions and supportive and respectful partnership between pupils and teacher.

We can’t but agree with the idea that “Authentic texts provide the best source of rich and varied comprehensible input for language learners” [8, p. 41]. It is highly important to use authentic materials at the English lesson as a source of motivating learners to learn foreign language. It should also encourage learners for performing communicative actions and interactions with the peers in the face of their fellow-students. Selection of authentic materials should be consistent with teaching goals and learners’ needs. Authentic materials may include audio and video content (music, films, applications, podcasts), books, comics, newspapers, magazines etc., Internet resources and social networks. We can read a passage from a famous English book and then discuss it with students, or listen to a song and try to interpret its meaning, or watch a video and then do some analytical or creative tasks.

Using teaching and visual aids such as a whiteboard, a projector, speakers, flashcards, puppets, various graphs and charts contribute as well to the facilitation of the educational process. These provide opportunity for teachers and learners to model realistic situations of the modern English social life events and introduce corresponding English role played learning activities.

3. A set of methodological tools for English learning activities

A set of methodological tools for English learners' project-based activities and cooperative learning are designed to improve their social interaction skills in English and to develop problem task-solving skills, important for preparing learners for real life English communication outside school. In order to stimulate students' developing interpersonal communicative English skills, learners should be engaged in solving realistic tasks in typical communicative situations. Learning tasks should be challenging, slightly above learners' immediate preparedness level and be as realistic as possible. This sort of communicative skills could also be formed or practiced within frame of project-based learning. Project-based learning can stimulate learners' communicative and cognitive needs through developing problem-based tasks. The set of methodological tools for project-based learning may include routes, road maps, grading sheets, instructions. Within frame of the project-based activity, learners work in group, collaborate and create their own educational products in English, such as stories, comics, theatre performance, advertising and so on. It is important to provide such functional and interactive environment, which could eventually stimulate learners to learn something new, invite interacting with classmates, as well as contribute to development of learner's autonomy.

It is believed that a most frequently suggested and one of the most effective activities in studying a foreign language is conducting 'scientific' experiments. "They usually involve doing things and giving and receiving instructions that have concrete referents... Science in general is a good choice for the content of a second language course. Science lessons lend themselves to natural, concrete communicative interactions which may be one-way, partial two-way, or full two-way, depending on the learner's readiness to use the new language" [3, p. 45]. The purpose for learners' interaction must be set in advance by the teacher. It helps learners to be ready to use a foreign language without experiencing a feeling of linguistic inferiority. There are also many other productive topics for project-based language lessons, such as arts, cooking, health,

business, travelling. Anyway, may be the best idea is to find a topic most interesting for learners and previously deeply explored or experienced by the teacher.

One of modern stimulating learners' activity methods is involving them in interaction with each other. It can be achieved by forming micro-groups of students and launching collaborative work, necessitating cooperation in team task solving, communication and interaction in English. There can be used formal, informal cooperative learning and cooperative base group. *Formal cooperative learning* involves a group of learners working together during a lesson to several weeks to do specific tasks or to solve a specific problem – writing a story or discussing any hot topic or complicated issue. This kind of cooperative learning helps teacher to monitor social and interpersonal skills of learners. Tasks are aimed at developing an individual responsibility, and at the same time to form skills to choose and perform the necessary information in a group and work in team.

Informal cooperative learning is a short-term interaction between learners, lasting only 2–3 minutes in order to achieve a joint learning aim. It could also be used productively during the lesson to focus learners' attention on the educational material, to set a learning atmosphere, to set the topic of discussion in the class, to keep learners more actively involved in discussions before and after the lesson, or to expose the need for some extra instructions.

Cooperative base groups are a long-term cooperation with stable membership lasting for some years. In this kind of cooperative learning, members should "(a) hold each other accountable for striving to learn (individual accountability), (b) provide each other support and assistance in execution of assignments (promotive interaction), (c) be sure all members have an academic progress (positive goal interdependence)" [14]. Cooperative base groups help to create a reliable learning ground with good team support of learners, trying to make progress in English in use.

The standard methods of organizing cooperative learning are educational role-plays, task-based activity, brainstorming, discussions, information exchange and gap filling activity, interview, a jigsaw game, competitions and etc.

Discussion

Education is one of the main spheres of human personality's formation. One of educational goals is to prepare graduates for solving tasks in real life. A learning environment can be regarded as a creative component and a resource of organizing various educational task-solving activities. It can also be used as a teacher's foresight tool for coming educational challenges.

In spite of the fact that various authors have emphasized different aspects of the design of a powerful learning environment, all features can be viewed through the prism of the main objectives of education of 21st century. These are (a) high quality of education and knowledge, (b) developing problem-solving skills, (c) prepare pupils for real life challenges and solutions, (d) stimulating learners' motivation and (e) developing their responsibility for own learning outcomes, (f) controlling application of knowledges and skills into practice, (g) developing learner autonomy etc.

In order to provide an optimal learning environment for learning a foreign language, a dialogical and confidential relationship between teachers, learners and school administration is required. Predicting learners' perceptions of learning conditions should be taken into consideration for construction of enabling learning environment with a proper motivating content and educational activities facilities, apt to design, develop and improve learners' educational outcomes and academic achievements.

A set of well-designed and organized lessons, designing English classroom as showroom, proper classroom management, effective using authentic materials and visual aids items, practicing different project-based activities and cooperative learning, could help learners to immerse into the thoughtfully and aptly constructed learning environment. The systemic design and sound use of components of a learning environment contributes to making learners' activity in the foreign language in the lesson more meaningful and fruitful.

Conclusion

English learning environment can be viewed as a system of material, spatial, social, organizational, pedagogical, cultural and psychological

tools, essential from the point of view of learning activities organization and its educational outcomes. This multi-faceted concept could be used as a base for developing assessment indicators for measuring EFL learning environment quality and its impact on the English learning activity and learning outcomes.

It is necessary to create such conditions for the English lessons, whereby learners could feel comfortable, could see their own progress in learning a foreign language. A good learning environment can motivate pupils for active studying a foreign language and prepare them for practical application of foreign language in real life situations.

Complex approach to teaching English within frame of learning environment methodology comprises such aspects as English classroom, authentic materials, teaching and visual aids, a set of well-designed lessons, classroom management techniques, cooperative learning techniques and practicing project-based activities. Exploitation of these components in can further promote internal and external motivation of pupils and their deeper involvement in the process of learning a target language. The three key features that can positively influence a foreign language learner's performance in learning environment are informative and inspirational spatial organization of English Classroom as a showroom; proper English lesson and classroom management, a carefully and extensively elaborated set of methodological tools for English learning activities.

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Преимущества использования геймификации на уроках английского языка

Аннотация: статья посвящена геймификации как новому способу организации обучения на уроках английского языка и ее преимуществам. Считается, что игра – это естественная форма обучения для ребенка. Игры пробуждают в нас эмоции, дух соперничества или же командный дух. Более того, при помощи игр мы можем полностью погрузиться в ту или иную ситуацию. Для эффективной геймификации обучения, учителям необходимо изучить, как именно игра мотивирует студента. Геймификация – это сравнительно новое направление в методике преподавания. Некоторые специалисты утверждают, что геймификация имеет большой потенциал. Тем не менее, это направление нуждается в дальнейшем научном исследовании непосредственно для его развития. В данной статье мы обобщаем текущие теоретические представления о геймификации и различные теоретические исследования, которые связывают игровые технологии с положительным влиянием этого направления на когнитивные процессы и критическое мышление обучающихся. Целью данной статьи было выявить эффективность использования элементов геймификации на уроках английского языка.

В статье мы сосредоточимся на применении игрофикационного подхода в сфере образования для повышения мотивации и вовлеченности. В самом начале мы даем обзор исследований, проведенных по теме, и определяем ее основные элементы. В исследовании был проведен обзор литературы для теоретического анализа термина «геймификация».

Наконец, мы пришли к выводу, что геймификация все еще находится на ранней стадии развития, едва ли подтверждается убедительными фактами, когда речь заходит об эффективности. Некоторые исследователи обеспокоены тем, что не все способны использовать элементы

геймификации на своих уроках правильно. Это приводит к тому, что подход подвергается сомнению и критике, а также приводит к расхождению внутри данного направления.

Ключевые слова: геймификация, обучение, мотивация, игровые техники.

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The Benefits of Using Gamification in English Lessons

Abstract: the article is devoted to the notion of gamification as the new way organising learning at foreign language lessons. Play is a natural way for people and animals to learn. Games trigger emotions, fuel a competitive spirit or a cooperative spirit and immerse the learner in real-life situation. In order to gamify learning efficiently, the practitioners might understand the related aspects studied in games, motivational psychology and pedagogy. Gamification is still fairly new in education. Nonetheless, it is already a part of education and it has been proven rather successful. It should be mentioned that gamification in education is a developing approach that has enormous potential and further academic research is essential to its evolution. In this paper, we summarize different surveys on the use of gamification in published theoretical research. The objective of the study was to reveal the potentials of using gamification in English lessons. We outline current theoretical understandings of gamification and emphasize the importance for incorporation of gaming technologies in connection with positive impact on the cognitive processes and critical thinking. In the paper, we will focus on applications of the gamifying approach to the field of education to improve motivation and engagement, and maximize learning. At the very beginning we give an overview of the approach and identify its main elements. A survey of the literature was conducted to produce a theoretical analysis of the term of gamification. It is argued that gamification tends to be effective in the

English lessons. It is highly likely that the effect of gamified learning is overestimated.

Finally, we came to the conclusion that gamification is still in an early stage of evolution, scarcely supported by hard facts when it comes to efficacy. Some practitioners confused to implement game mechanics correctly. It leads to misunderstanding and general devaluation of this approach.

Keywords: gamification, learning, motivation, game mechanics.

The educators faced new challenges in the XXI century. The generation of today's students has grown up surrounded by computers, phones and video games because of that reason they are significantly different from those of the past. They are bored to read a textbook and learn new words as students did early. As a result, most students seem to lose their interest and curiosity when they get older [Zichermann and Cunningham, 2011, p. 121]. On top of that, second language learners need a reason to make the effort and persist as well as they need motivation. All these pose a significant challenge to most schools. Meanwhile, some educators are considering the way of increasing students' interest in learning.

After decades spent in learning how to boost motivation and engagement, the researchers and practitioners were further intrigued to find out how to utilize the motivational power of games outside of entertainment. They came to the conclusion that games could be a great example in an attempt to inspire pupils bored with traditional textbooks. There are few activities that engage people as completely as games do. Games seem to be well known stimuli that drive people to take voluntary actions in a predictable way.

The idea of incentivizing people had not been new but the term was not widely used till 2010. Nick Pelling was the first who used the term "gamification" in 2002 [Healey, 2019, p. 1]. The term "gamification" has made its appearance in 2008 in education technology literature. In 2010 the term begins to be used more frequently [Faiella, Ricciardi, 2015, p. 14]. By analyzing different definitions of gamification, we have detected that gamification is considered an approach that uses game features (elements, mechanics, frameworks, aesthetics, thinking, metaphors) into non-game settings. One of the most well-known creators of the gamification framework Yu-Kai Chou stated: "Gamification is the craft of deriving all the fun and engaging elements

found in games and applying them to real-world or productive activities” [Chou, 2015, p. 8]. In other words, gamification attempts to implement the stimulating motivational aspects of the game world onto real world situations. It takes something that you may not enjoy doing as a work process at all and adds some elements of gamification to it to make it fun and less painful for the users and more motivating. Some games are designed for something more than entertainment. Games have an amazing ability to keep people engaged for long periods of time, build meaningful relationships between people, and develop their creative potential. By applying the gamification mechanics we will be able to transfer game elements to an educational context towards the goals of facilitating learning and influencing student behavior. Furthermore, repeated practice becomes more enjoyable with games.

Through gamification is presented in order to incorporate game elements into the classroom to help learners achieve the course learning objectives, gamification is not to be confused with game-based learning. Game-based learning involves learners simply playing games, including online games, to achieve a specific goal or learn a specific skill. Whereas gamification involves the teacher altering an activity or teaching a concept by including gaming principles – usually those related to student experience and engagement – such as achievement badges, levels, and experience points for mastering a given level [Kapp, 2012, p. 57]. At its basic levels, gamified learning empowers students to become engaged, creative and involved. It should be mentioned that gamification is more than just rewarding students, it engages and motivates them. The teachers might gamify ordinary English learning activities. These include positive feedbacks, rewards such as points, badges and surprises. Many teachers add elements of games such as competition, game rules into their classroom without even thinking about it. Another idea is to create sets of activities at different levels. Students complete a target number of activities at the same level correctly to pass the level. On a passing a level, students are awarded a badge and move up to the next level. On completing all levels, students are represented with a certificate of achievements. When gamification has done well, it creates a positive learning environment and helps learners to invest more in their learning [Heiley, 2019, p. 7].

The American professor Kevin Werbach noticed that effective incorporation of gamification is not just simple layering goals and rewards; it rather involves adopting a game thinking mentality in order to integrate game mechanics into learning in a planned approach. [Werbach, 2013, p. 133]. Game mechanics are the pieces, such as points, badges, levels, leader boards, ranks, avatars, virtual goods, missions, challenges, achievements, rewards that a game designer assembles in creating an engaging experience. In isolation, a game element is not seen as “gameful” [Dicheva D., Dichev C., Agre G., & Angelova G., 2015, p. 88]. People do not play a game just for points – they play for mastery, to overcome challenges and to interact with others. As a result, games challenges students and make them use their creativity to socialise with friends. It should be mentioned that most games are boring. Some people think if someone takes some game elements, mechanics and pour it into the lessons, it makes lessons exciting.

The first attempt at gamified learning activities was created by introducing game mechanics for incentives, immediate feedback and rewards to classroom instruction. Incorporating game elements such as badges, points and leaderboards were used in recent implementations [Dicheva D., Dichev C., Agre G., & Angelova G., 2014, p. 90]. The main goal of the reward in gamification is to maximize the motivation prior to receiving the reward, as well as the satisfaction after receiving it. The main drawback of that approach is that the feedback provided as only a layer advancement. This was not often contextually integral to the learning activity itself. Also, the rewards might be achievable and desirable in order to provide sufficient extrinsic motivation, but scarce enough that there is a sense of pride and accomplishment in receiving one. Therefore, gamification of learning has been criticized for its use of extrinsic motivators as they have the potential to decrease the intrinsic motivation for learning. Another drawback of gamification is balancing games with standard practice, not everyone likes competition. A major criticism of most games these days is simply that it wastes time away. According to classical game theories such as that of Huizinga [Huizinga, 1955], a common notion is that games make learning fun and enjoyable. Nevertheless, several researchers mentioned that the harmful effect of the games

is exaggerated [Dobychina, 2013]. It is likely that popular concerns about the negative effects of games, the study found far-fetched. Thus the efficient gamification efforts contain not only points and badges, but also they include exciting challenges and a feedback, as well as a high level of interactivity.

The objective of the study was to reveal the potentials of using gamification in the English lessons. In the context of learning and education, it is inevitable to notice the potential of gamification as a pedagogical tool beyond mere engagement. In gamification the goals, possible actions, and consequences of each action are supposed to be clear and well-defined, where learners are able to fully focus on one goal. As the learners' skills grow, so should the difficulty and variety of challenges ensure that they are neither bored from rote repetition nor frustrated by a too hard challenge. Although single game elements fulfill different functions, in interaction with each other they can have varying and complex motivational effects. Moreover, the rewards seem to maximize the motivation of students after receiving it. It is important to keep in mind that rewards without context or meaning are not really rewards. If the student gains rewards for actual performance, then it is meaningful.

Another aspect of game design that could positively impact learning in the classroom is the use of storytelling and narrative. As Kapp notices, there are probably games that embrace some types of a story. Perhaps the best example is such games as SimCity or Monopoly. SimCity tells the story of building a city from the ground up, Monopoly tells the story of becoming rich through property ownership at the risk of losing it all. He also outlines that "people learn facts better when the facts are embedded in a story rather than in a bulleted list" [Kapp, 2012, p. 95]. Providing an appropriate story throughout the English lessons can put the learning elements into a realistic context in which actions and tasks can be practiced, something that is considered extremely effective in increasing student engagement and motivation.

Quite a number of studies have shown positive aspect of gamified learning in the areas of motivation to learn and learning gains [Connolly, Boyle, MacArthur, Hainey & Boyle, 2012; Ke, 2009; Lee & Peng, 2006; Voget, 2006]. The researchers Hainey and Boyle provide

several reasons for introducing game elements into activities. They point out that gamified activities make studying more fun and fun is beneficial to learning. Moreover, gaming researchers P. Markey and C. Ferguson claim, playing games raises dopamine levels in the brain [Markey Ferguson, 2017]. More importantly the brain will associate the activity with feeling happiness. This works in exactly the same way when the person eats a cake, the person would like it more because he feels better. In a learning environment it means that gamified activities increase levels of English and intrinsic motivation. Furthermore, learners start doing gamified activities for simple enjoyment of them outside the class. It is generally believe that gamification is implemented effectively, if it can provide the impetus for students to become intrinsically motivated to construct knowledge through relevant learning.

Previous research has attempted to summarize effects of gamification on learning outcomes. Thus it should be outlined that learning outcomes in this case almost always contain motivational elements and components. There is only one exception of a study that investigated knowledge retention. On the contrary, the analysis was highly likely to be overestimated due to lack of test group. In addition to this, an estimation of effect size cannot possibly be correct.

Although many studies that have examined gamification have lacked a theoretical foundation [Hamari, 2014; Seaborn and Fels, 2015; Stott and Neustaedter, 2015]. Stott and Neustaedter criticize gamified design for "implementing game components by simply trading out the parlance of pedagogy for that of game culture" [Stott and Neustaedter, 2015, p. 1]. According to them, the negative feature of gamification is overly focused on points and levels in Stott and Neustaedters' experiment as manifested in the multiple syllabi they presented for their courses. In addition, Hamari stated that going beyond surface characteristics of gamification, in reference to points and levels, is essential in the game design. She advocated creating an interactive game design which is aligned with pedagogical principles and conducive to collaboration. She added that a faulty or superficial gamified design can "damage existing interest or engagement" [Hamari, 2012, p. 16]. Ultimately, it is probable that

the learners may focus more on winning or competition than learning. This could highly likely lead to overestimation of the positive aspect of the gamification.

The review of the research has revealed clearly that the potential of gamification is not established experimentally enough and some practitioners do not realize how use gaming elements in educational process. It is stated that there is a gap between theory and practice in the study of gamification. This is probably due to the fact that gamification is still seen as a relatively new and experimental strategy. Furthermore, it is widely agreed that information on the implementation guidelines of the gamified designs is limited. Finally, it is suggested that feedback can increase student motivation and improve their results as well as gamified learning experiences should have immediate and meaningful feedback.

In designing gamification in the classroom, we need to remember that gamification itself does not ultimately generate motivation or engagement. Gameful learning systems are potentially motivating for learners, but also potentially challenging for instructors. The article is intended to provide an overview of the theoretical research. It should be stated that further academic research into gamification is essential to its evolution. It will open up new ways to apply the principles of gamification and provide scientific rigour to gamification practice.

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Лексические изменения в словарном запасе английского языка за последние 200 лет

Аннотация: данная статья раскрывает различные источники происхождения новых слов и выражений в лексике английского языка за последние 200 лет его истории, а также предполагает дальнейшее его развитие и употребление.

Ключевые слова: английский язык, индустриальная революция, история, колониализм, лексика, развитие, цифровизация.

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Lexical Changes in the English language over the Past 200 Years

Abstract: current article reviews the various sources of origin of new words and expressions in the lexical layer of the English language over the last 200 years of its history, and suggests its further development and use.

Keywords: colonialism, development, digitalization, English language, history, Industrial revolution, lexis.

Introduction

The English language has undergone a number of significant changes throughout its whole history of development to the present day. From Germanic to Old English, then Middle English and Early Modern English it has experienced major transformations in the fields of pronunciation, grammar, and spelling that

have shaped it to the form we use nowadays. However, Late Modern English starting from the 19th century differs from its predecessors mostly in vocabulary enriching and changing, while other areas remained largely unchanged due to the fact that they had been already established in the modern way. Current article is going to cover major reasons for occurring of the new words and collocations in the lexical layer of the English language we use today that significantly distinguish those from the words and expressions in use of more than 200 years ago.

Industrial Revolution

The primary reason for the need of new of words in the English language vocabulary lies in the phenomenon of Industrial Revolution, which happened in the late 18th and early 19th century, starting from the invention of mechanized spinning in 1780s and ending with economic recession in 1848 due to the spread of mechanized ways of manufacturing all over the globe [4, p. 4]. It is worth noticing, that most of the innovations of that period were of British origin, including the adoption of steam to power heavy machinery and exploit new ways of transportation, like steamships and railways. Another English-speaking country, in fact a former British colony, the USA had picked up the wave of Industrial Revolution inventions with the introduction of the electricity, the telegraph, the telephone, and the computer (much later). A large number of new discoveries and creations had provoked the need for new words to denote them. Thus, the English language coined many modern notions that are in use nowadays, derived mostly from the word roots of classical languages such as Latin and Greek as it did at dawn of its existence. The 19th and 20th-century innovations in science and technology cause an immense increase in vocabulary [1, p. 280]. As a result, many words with such Greek roots as “*arch-*” and “*auto-*” (e.g. *automatic*, *anarchism*) as well as “*-ology*” and “*-onomy*” (e.g. *biology*, *taxonomy*) and many others merged into the language and are widely used until nowadays. The Industrial Revolution also contributes *locomotive* (1829) and *Industrialism* (1831) to English, derived from Latin.

Mostly words appeared in the spheres of technology, philosophy, and science up until 21st century under the influence of constant development, like medicine (*appendicitis, aspirin, AIDS, vaccine*, etc.), communication (*TV, radio, computer, internet*, etc.), linguistics (*nativism, phoneme*, etc.), philosophy (*postmodern, existentialist, rationalist*, etc.) and a lot more.

UK's Colonialism

Another reason for the development and enrichment of vocabulary of the English language was the active colonial policy of the United Kingdom and therefore spreading English across the planet, also known as English Imperialism, especially during the reign of Victoria (1837–1901). Victorian epoch has become the period of the industrial, cultural, political, scientific and military development of the British Empire. Thus, the English language has established its status of lingua franca [7, p. 135] significantly enhancing the number of its speakers from 5–7 million to 2 billion worldwide. [5, p. 148] In 1851, a German linguist, Jacob Grimm in his declaration to the Royal Academy in Berlin, called English “the language of the world”, and predicted it was “destined to reign in future with still more extensive sway over all parts of the globe”. [3, p. 120] The British Empire ruled almost a quarter of the world, from Australia to India and to America, and exactly these countries were the main sources of new words and neologisms. For instance, *koala, boomerang, kangaroo* (Australia), *pajamas, jungle, shampoo* (India) and *opossum, chocolate, barbecue* (Native American) are all the vestiges of the English colonization. Moreover, the most important trading company in the English-speaking world was the British East India Company. Having trade routes overseas it was also one of the main sources of interchange of languages and emersion of pidgins and creoles. All of these evolved into particular dialects with their own rules. That is why the term “World Englishes” was introduced in 1978 by Indian linguist Braj Kachru in order to describe and distinguish between the varieties of the English language (“Modern Englishes, “World

Englishes” and “New Englishes”) spoken nowadays in former United Kingdom’s colonies [6, p. 12].

Digitalization

Finally, coming to the present day, it may be said that the English language is still growing and developing in terms of its vocabulary. New technologies, videogames, gadgets and global learning all contribute to the peak of occurrence of new words, perhaps, in the whole history of English. In December 2010 a joint Harvard/Google study found that the English language is expanding at the rate of 8,500 words annually [2]. Due to the dominance of the USA in the late 20th century in the spheres of computer technology and science, there was an outburst of newly invented words, that seem rather common nowadays (*byte, cyberspace, software*, etc.). And the following development and worldwide distribution of the Internet technology also generated its own set of words (*online, spam, blog, podcast*, etc). At the same time, science-fiction of the 20th century also had a large impact on modern English. It introduced some well-known words thanks to Karel Čapek (*robotics*), William Gibson (*cyberspace*), Herbert Wells (*atomic bomb*) and many others.

Nowadays, a particular interest is represented by the youth’s slang and jargons that cause the emergence of a large number of words, usually under the influence of the Internet. Oxford English Dictionary defines slang as “language of a low and vulgar kind” usually very short-living, while jargon mostly belongs to a particular professional group and is considered to be more formal. The most vivid examples of modern Internet slang are everyday *LOL* (laughing out loud), *to google, selfie, sexting, l8ter* and many others. Those represent some of the ways of creating new words, for instance, usage of acronyms and contractions, conversion from one part of speech to another, clippings, portmanteau and homophony of letters and figures. Yet, there are still heated debates whether all those changes and implementations are enriching or harming the English language. Resources like Urban Dictionary help

the scholars to track the new words and expressions in constantly flexible and developing language.

Conclusion

To conclude, the current article has explored the most recognizable epoch in the history of the development of the English language and elicited the reasons for the occurrence of latest trends in word-formation. As the lexicon expands tremendously, especially in informal sphere, it is difficult to forecast the future of English as a lingua franca. However, it may be stated for sure, that English will keep its leadership in such spheres of social life as governing, culture, business, technology, and education. As it was said by Wilhelm von Humboldt, Prussian philosopher and linguist, "Organismus der Sprache" [7, p. 101], it may be forecasted that English will continue developing and evolving, especially in the sphere of lexicon.

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Двойственность понятия феминизма в пьесе Софокла «Антигона»

Аннотация: данная статья анализирует пьесу «Антигона» древнегреческого автора Софокла сквозь призму феминизма в литературоведении, приводит исторические обоснования и поднимает вопрос о женском противостоянии патриархату в рассматриваемой пьесе.

Ключевые слова: Антигона, Древняя Греция, женский образ, литературоведение, новый историцизм, патриархальный строй, роль женщины, Софокл, феминизм, herstory.

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The Duality of Nature of Feminism in Sophocle's Antigone

Abstract: current article analyses the play *Antigone* by the Ancient Greek author Sophocles through the prism of feminism in literature studies, provides historical background of the issue and raises the question of female defiance to the patriarchy in the play observed.

Keywords: Ancient Greece, Antigone, female image, feminist criticism, herstory, literature studies, new historicism, patriarchy, role of woman, Sophocles.

Introduction

Both the feminist movement and feminism theory in literature studies are highly excruciating in the 21st century, and it is hard to argue that it puts an influence on many spheres involving culture in all kinds, economics, and politics. The movement is known to occur in the 19th century; nevertheless, its' underpinnings may be noticed in the various pieces of both literary and non-literary works of much earlier times. *Antigone* by Sophocles had existed before the word "feminism" appeared, but still it represents some motives and images that will be discussed and inscribed much later in the history of literature studies. Antigone as a character was vest in feminist ideas by Sophocles, the ones that would seem totally unacceptable and even radical in the Ancient Greece of 441 BC. This current article will observe some primary traces of feminism in Sophocles' *Antigone* and discuss whether those are simply the acts of confrontation of a woman to the established patriarchal order or a way for that very order to be strengthened and enlarged.

Definition of Feminism

First of all, the definition of feminism itself should be provided for a clear understanding of further analyses. Feminism is a range of social and political movements and ideologies that are to define, establish, and achieve the political, economic, personal, and social equality of the sexes [2]. Feminist point of view incorporates that women have always been and are currently treated biased within male-dominated societies that impose the male point of view and seeing of the history. What feminist supporters do is striving to change the prevailing stereotypes about gender and sexuality, and seek to establish opportunities of all sorts for women equal to those for men. As a result of this long-lasting fight for equal rights, women are often considered to gain many traits that differentiate

them from males; in particular, those are personal strengths, wish to rebel, and integrity with many others of the kind. In literature, feminist criticism realises the significance of the female images promulgated by literature and sees it vital to combat stereotypes and question their authority and coherence [1, p. 121]. Both these definitions combined make up a basis for the research and comparison presented further.

Implication of new historicism

Now it seems logic to state the role of women in Ancient Greece at the time when the worldwide-known tragedy was written with the help of new historicism. In numerous ancient civilizations, women were treated as lesser beings and were only viewed as useful additions to men, who, in turn, were usually appraised with honour and respect. On this occasion, no theme of independence had ever been raised for sure. In saint fear of facing the anger of men, gods, and even death, women performed household duties, watching after children and preparing meals, while men fulfilled socially important duties, such as fighting in battles, being involved in politics, and hard physical labor. Women could not choose whom and when to marry, these questions were left to men, and that very feature serves as the core conflict in the play. Antigone's uncle, Creon, himself sees the women as "a recipient for male seed, and even more, uses the more crudely sexual image of the furrow in a plowed field" [3, p. 64] in his talk to Ismene as a reply to Antigone's rebellion and the subsequent imprisonment [4, p. 141]. Antigone with her character represents differences between the behaviour expected of women of that time and the harsh reality of their role in that society. Creon expects men to be the primary actors in the kingdom under his rule, while women taking secondary and submissive roles. Assertive and headstrong Antigone challenges these stereotypes as she takes her future in her own hands and presents considerable challenges to the male representatives around her. However, this act of defiance raises the question of whether Antigone's rebel was a reason for a patriarchal order of the Thebes to be toughened.

Implication of feminist criticism

One may consider that Creon gives Antigone a harsh punishment as a respond to her rivalry simply because she is a woman who has to obey. It may be proposed, that if the law-breaker had been a male also of the Creon's family, he would not have been sentenced to death after committing the same act of disobedience, but the situation is radically opposite this time. The feminist idea is that Creon was afraid of emasculation in surrendering to the force of women's argument, which would probably lead to his loss of authority, power, and respect. What can be worse in the Ancient Greece world, than a shameful loss of one's manhood? That is why the actions of Antigone and her sister Ismene make them "men" or at least equal to men in the mind of Creon, and he has a full right to respond to it in a "masculine" punishment in the full specter of its concept.

Moreover, Creon is probably afraid of a nonillusive threat that many other women would follow the example of two heroines destabilizing the situation in the established order and calling for further changes. Creon decides to undertake preventative measures, even though without acknowledging of making this riot historical, but strengthening and reinforcing patriarchal rule, which would last for centuries onwards. Such attitude and such respond to women's actions, so unusual to be met in Ancient Greece, for sure reminds of a very notion of feminism, in the way of what women had been fighting for, and are doing it nowadays. Admitting the man is wrong and the woman is right has to be silenced in order not to be known as bent down to an inferior, but still, the fact of such woman triumph exists, which allows Antigone to be also considered an early feminist as an opposition to viewpoint mentioned above.

In her actions of not following the established norms beautiful in a way that unsettles, frightens, and awes Antigone indeed shows definite female power. This is very unusual that woman of those times follows her beliefs, ignores the threats of higher powers, and, even though paying for her stubbornness, in the end, breaks the outdated conception of a woman only as a thing for giving birth to the future generations of strong male characters. With Antigone's wit, strength, and determination, she is a strong feminist character that both ancient

Greeks and modern women alike can stand behind. Moreover, the fact that Antigone didn't hide her actions against the authority, speaking and acting openly, and that she finally commits suicide, shows her unwillingness to accept male conquer, which makes her genuinely the first and only feminist in the play, which is in turn also may be defined as early feminist text.

The role of reasonable Antigone's sister Ismene has to bore in mind either to show the contrast between two characters. Ismene appears to be the good girl in the family, being timid and obedient, she advises moderation and capitulation to Antigone, asking to understand the Creon's social status and obligations connected to it. Even though she loves her sister, Ismene strictly follows the stable order via being an object for desire, the figure that every man wants, which allows concluding that she is truly a conservative image of a woman of that time, practically opposite to the feminist ideas of Antigone. That plays in its best – in the very beginning, Ismene asks Antigone to leave the things be, as their family has already suffered enough [4, p. 128]. After all, her point is understandable, what the point of bringing even more sorrow, arguing with their only relative left after the deaths of their father and brother, if they can finally live in peace. What is more, she got her guts feeling, that the burying of their brother will not end, though she morally supports Antigone's decision. A glimpse of feminism and family bonds seem to peer in the scene, when she asks Creon to be executed together with Antigone, showing devotion and loyalty, which surely deserves one portion of respect either.

Despite of all the described above, there is still some ironic subtext in the Antigone's actions. Suddenly, it appears that she has spent her life being dutiful and obeying to the man-folk. As it is acknowledged from the *Oedipus the King* and *Oedipus at Colonus*, her childhood was all around the Oedipus himself, serving as a loving daughter. In her own play she moves to her uncle's Thebes after the death of her father to prevent her brothers being killed in a battle for the throne. While now she is risking her life yet again in the name of her brother Polyneices. She seems to be an independent and strong-willed woman during the whole length of a play, but she is still weak in her emotional needs to be bounded with certain men in her life for the fulfillment and livelihood existence.

Conclusion

Overall, there are proofs in the play that the disobedient actions of the central heroine may be considered as both reinforcement for the patriarchal rule and the truly feminist ideas of the time of narration. Still the main fact is that *Antigone* is one of the minor works about women themselves among the masterpieces of Ancient literature alongside with Euripides' *Medea* and *Electra*, and Aristophanes' *Lysistrata*. It is not to doubt that the female side of history often had been forgotten and repressed, therefore Antigone may be considered as a full-fledged "herstory" in opposition to the dominant "history" [5, p. 183], written in the times when the word "feminism" hasn't even existed and male authors had an opportunity to write about female characters without threat of being judged and, finally, when no word could be heard from that-time feminists, that the society of authors was predominantly consisted of males. On this occasion, the story of a woman wrestling with civil disobedience and placing moral laws against human-created would probably change the course of history from the 5th century BC and to the 21st century AD, if read with particular attention to the context and co-text.

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Развитие компетентности межличностного взаимодействия в преподавании английского языка как иностранного в разноуровневых классах

Аннотация: в данной статье рассматриваются особенности интерактивной компетенции, являющейся неотъемлемой частью обучения английскому языку. Особое внимание уделяется педагогическим стратегиям и заданиям, направленным на развитие коммуникативных навыков учащихся с разными способностями в группах.

Ключевые слова: взаимодействие, интерактивная компетенция, диадическое взаимодействие, работа в паре, работа в группах, педагогические поддерживающие стратегии, группы учащихся с разными способностями.

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Developing Interactional Competence in the EFL Mixed-Ability Classroom

Abstract: this article discusses some features of interactional competence as an integral part of teaching English. Particular attention is paid to teaching strategies and activities aimed at developing students' communication skills in mixed-ability classrooms.

Keywords: interaction, interactional competence, dyadic interaction, pair work, group work, instructional scaffolding, mixed-ability classrooms.

The advent of the Communicative Language Teaching (CLT) has changed the processes of language teaching and learning. This approach dates back to 1970's, when the initial steps were taken to place communication at the core of a foreign language course. In 1980's, the communicative approach started to gain recognition in Russian educational institutions since students did not have enough interactive skills to communicate in real-life situations within the framework of the grammar-translation approach.

What is interactional competence? There are many existing definitions of this term which may differ depending on the field. However, the concept of interactional competence generally includes a wide range of skills used by learners to be actively involved in the process of communication that is aimed at achieving communicative goals. Nevertheless, the interaction itself is characterized by an intricate system of interlocutors' inputs, outputs and mutual feedback.

According to Claire J. Kramsch, interactional competence signifies "adjusting one's speech to the effect one intends to have on the listener. It entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intentions" [4, p. 367]. A successful communication requires its participants to have appropriate skills for using interactional resources and predict the other interlocutor's possible feedback on the acquired information. Thus, the engagement of the communicative approach in foreign language teaching also implies teaching the fundamentals of the psycholinguistics. Richard F. Young identifies the following interactional resources:

1. The term "rhetorical scripts", as first introduced by S. Ranney (1992), was further improved by Richard F. Young who defined it as "sequences of speech acts that help to define a particular discursive practice" [8, p. 6].
2. The use of "specific register" that is identified by Richard F. Young as "specific lexical and syntactic structures and semantic relations that characterize the practice" [see *ibid.*, p. 6]. The choice of a certain register depends on a situational context.

3. The interactional resources also include the application of turn-taking strategies, enabling the interlocutors to organize the conversation. This is reflected in the participants' awareness of the appropriate moment to start and finish their turns of speaking [see *ibid.*, p. 7].
4. Interlocutors need to develop skills of topic management to maintain a successful conversation. According to Richard F. Young, this term stands for "preferences for certain topics over others and decisions as to who has the right to introduce a given topic, how long a topic persists in discourse, and who has the right to change the topic" [see *ibid.*, p. 7]. However, the classroom discourse cannot reproduce real-life conditions to the full extent since all participants of the communication process usually have equal rights to manage the topic beyond the classroom.

Interactional competence development should be at the core of a foreign language course, though teaching a mixed-ability classroom requires particular attention from a teacher. As, today, this is a widespread phenomenon in many language schools, teachers should encourage a teamwork atmosphere and promote the development of learners' collaborative skills. The term "mixed-ability classroom" implies teaching students of different proficiency levels, background knowledge, age, learning styles or speed of learning. According to Carol Ann Tomlinson (2001), a differentiated instruction does not involve an individualized teaching as it used to be in the 1970's. There is no need in providing students with different reading or writing assignments to match their current level. The main aim of educators lies in using various interaction patterns (teacher-students, group work, pair work) to "build a sense of community in the group" [7, p. 2]. C.A. Tomlinson introduces a term "flexible grouping" which stands for using a wide range of strategies to organize students' interaction and monitor their progress. It is noteworthy that teachers need to restrain learners from feeling that they belong to a definite group [see *ibid.*]. Thus, an educator should consider all the above-mentioned issues when choosing speaking activities for the EFL mixed-ability classroom.

Speaking activities usually cause difficulties for students, even if their proficiency level is high. This phenomenon can be explained by affective factors influencing learners' interaction, e.g., a level of anxiety, familiarity with the partner and gender. In addition, Russian students rarely have exposure to the English language besides their classes. As far as communicative tasks are often a challenge to students in mixed-ability classrooms, the teachers' strategies may be defined as follows:

1. Diminish Teacher Talking Time (TTT) in the classroom and enhance Student Talking Time (STT) by providing learners with linguistic space. According to the study conducted by Jule Allyson (2001), the average amount of time for teachers to speak at the lessons may reach 80% [1]. As Kevin Maher rightly notes (2012), even five-minute group or pair work activities give students an opportunity to practice the target language in an effective way [5].
2. Let the students talk and make mistakes, since they are a part of their learning process. Learners should be unafraid of being involved in a process of communication. Nevertheless, the question on the choice of error correction method remains a complicated one. Rod Ellis (2009) claims that there is not a universal solution regarding corrective feedback (CF) and "there is no evidence to show that immediate correction is any more effective than delayed" [2, p. 11]. Furthermore, engaging non-verbal ways of error correction may be useful since in this case, it is the students who have a chance to correct themselves. Facial expressions or finger counting serve as a signal for them showing that something they have said can be incorrect.
3. Praise learners for their effort and active participation in interactive activities. When students realize their progress in learning English, they become motivated.
4. Develop students' collaborative learning by giving them speaking practice in communicating new words and ideas during the activities.

5. Scaffold learners by activating their prior knowledge and providing them with an appropriate input before giving some speaking practice in the target language.

There are many communicative activities aimed at motivating students to speak, and they may be of integrated nature combining different teaching approaches, e.g., game-based teaching approach that seems to be the best way to get learners interested in learning English.

Discussion may be a follow-up activity after reading or listening tasks, enabling students to share their ideas on certain issues.

Dialogues and *role plays* enable students to get acquainted with vocabulary and chunks that are used in real-life situations.

Picture describing activities help beginner students practice certain patterns and memorize them quicker and easier, as words or chunks will be subsequently associated with specific images and situations. "I spy" game can be another variant of picture describing, or students may play it using classroom objects.

The auditory perception of the English speech can be enhanced by listening to *jazz chants*. The author of the method of jazz chanting Carolyn Graham has proposed practicing lexical units and grammatical constructions by listening to chants and repeating them. Thus, learners have an opportunity to use natural spoken English in an effortless way that is appropriate for all age groups [3].

In addition, creating group profiles may help teachers identify their students' needs, learning styles and personality types. They are considered to be an efficient tool to visualize each learner's individual characteristics. This article comprises a group profile of students who attend a private language school. The group consists of 6 young learners aged 11 to 12 years old. For all learners Russian is their L1. The students do not have any exposure to the English language besides their English classes. They are all beginners and have various kinds of needs, e.g., a need for praise, positive learning environment, instructional scaffolding and peer support. Students' learning styles, personality types and speed of learning are different. Names of students have been changed for reasons of anonymity (see Table 1).

Table 1

Group Profile

Names	Strengths relevant to the lesson	Weaknesses relevant to the lesson	Learning style	Other relevant comments
Dmitry	Friendly and talkative, not afraid of taking risks, curious and active. He has a high degree of autonomy. He is very enthusiastic when given a task. He is a fast finisher and may give a hand to classmates	He can be a bit impatient and make some mistakes because of his haste	Auditory	He is an extroverted learner
Oleg	Friendly and talkative, not afraid of taking risks, curious and active	He can start doing a task without thinking things through. He may be absent-minded from time to time.	Auditory	He is an extroverted learner
Nina	She is good at writing tasks	Sometimes she can be slow to take action because of her shyness	Reading and writing preferences	She is an introverted learner
Andrey	He is a hard-working learner	He tends to make extra pauses before each word when doing speaking activities. He frequently produces isolated words	Auditory	He is an introverted learner
Marina	She is quick on the uptake and a fast finisher	She can be reserved sometimes	Reading and writing preferences	She is an introverted learner
Svetlana	She is very outgoing and quick on the uptake	Sometimes she can be too emotional and take her difficulties relevant to some tasks very much to heart	Reading and writing preferences	She is an extroverted learner

Personality is one of the key factors affecting students' interaction, though there is no consensus regarding its impact. As can be seen from Table 1 above, the group consists of extroverted and introverted learners. According to study conducted by F. Nakatsuhara (1997), the degree of personality factor's influence depended on the number of participants in a group [6].

This article demonstrates an example of the personality types' impact on students' collaborative learning process. Thus, students are provided with an appropriate input and model and then have some speaking practice in the target language first in closed pairs, then in front of the class. 6 learners are divided into pairs and each pair is given a flashcard with a picture of a certain event. The task is to make a dialogue based on the situation in the given picture. In extract 1 below, the learners of different personality types are working on the above-mentioned dyadic interaction-focused activity.

Extract 1

Dmitry: What's your first memory?

Andrey: I was seven.

Dmitry: Ask (*laughs*).

Andrey: (*laughs*) What's your first memory?

Dmitry: I was five. It was my birthday. Where was... (*He realizes that he has made a mistake, then looks at the teacher and his partner.*) Where were you?

Andrey: School. I was ... eh... school.

Dmitry: At school.

Andrey: I was at school.

Dmitry: What was the weather like?

Andrey: Sunny. (*He looks at Dmitry's flashcard and murmurs trying to ask a question.*) Eh... were you happy?

Dmitry: Yes. It was fantastic. Who were you with?

Andrey: My friends... and you?

Dmitry: Me too (*laughs*).

As can be seen from Extract 1, during the interaction Dmitry demonstrated the application of topic management skills. He recognized his mistake and was able to repair it. His repair helped Andrey to avoid this mistake later. Dmitry corrected his interlocutor and supported

a positive environment, contributing to the collaborative learning process. Andrey also tried to continue their conversation afterwards. Thus, the extraverted students may encourage the introverted ones to improve their speaking skills.

In conclusion, it should be emphasized that the communicative approach is currently gaining more and more attention. Developing Interactional competence in the EFL mixed-ability classroom has always been a challenge to teachers, though there are many existing speaking activities and strategies of teaching speaking some of which have been discussed in this paper. The main condition for the successful development of students speaking skills lies in encouraging them to be unafraid of making mistakes and asking questions. The reduction of Teacher Talking Time contributes to the development of collaborating learning skills thus diminishing learners' anxiety level, their fear of being wrong. Instructional scaffolding should be provided by educators throughout the EFL course, since students need guidance when using the interactional resources.

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Героизм и архетип героя в *Одиссее* и *Сэр Гавейн и Зеленый Рыцарь*

Аннотация: герои и героические сказание всегда имели важное значение в культуре человеческих сообществ. Причина, по которой герои привлекали к себе особое внимание, состоит в том, что они обладают личностными качествами, которые высоко ценятся в культуре, и являются образцами поведения для людей в обществе. Таким образом, главная цель этой статьи заключается в том, чтобы рассмотреть и сравнить героические образы с использованием элементов аналитической психологии и мифологии на примере протагонистов классической поэмы Гомера *Одиссея* и средневекового рыцарского романа *Сэр Гавейн и Зеленый Рыцарь* и определить, как изменялся герой в литературе и представлении людей.

Ключевые слова: герой, литературный герой, героизм, архетип героя, мономиф, литературоведение, аналитическая психология, Гомер, классическая поэма *Одиссея*, средневековый рыцарский роман *Сэр Гавейн и Зеленый Рыцарь*.

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Heroism and Hero Archetype in the *Odyssey* and *Sir Gawain and the Green Knight*

Abstract: heroes and heroic legends have always played an important role in the culture of human communities. The reason that the characters attracted special attention is that they have personal qualities that are highly valued in the culture, and are models of behaviour for people in society. Thus, the main goal of this article is to examine and compare heroic images using an element of analytical psychology and mythology on the example of the protagonists of the classic poem Homer *Odyssey* and the medieval knightly novel *Sir Gawain and the Green Knight* and determine how the hero changed in literature and people's minds.

Keywords: hero, literary hero, heroism, hero archetype, monomyth, literary criticism, analytical psychology, Homer, classic *Odyssey* poem, medieval knightly novel *Sir Gawain and Green Knight*.

The heroic tales have always been fascinating and astounding to humankind and thus could be found in myths and legends, songs and poems, romances and novels in every culture across the globe. The heroes are not only able to overcome the evil of this world by employing courage, inner strength, and cleverness but also in that fight; they transcend far beyond their limitations and fears. This makes such stories more appealing to the audience: a man, woman, and child might see themselves in that heroes and draw the strength in order to triumph over the obstacles that life throws at them. The main goal of this particular essay is to explore the idea of heroism and the hero's archetype through an example of Odysseus and Penelope in both Homer's poem *The Odyssey* and a late 14th-century Middle English

chivalric romance *Sir Gawain and the Green Knight* and analyze the ways it has developed in human perception through the literature.

Before comparing these two heroic archetypes, a clear distinction of heroism should be formed. Classical Greek views about *heroes* and *heroic* were very distinct from how people understand these words today. By definition, the classical hero is usually an extraordinary warrior of divine or noble origin, who is endowed with Arete (Ancient Greek: ἀρετή) which means in its primary sense moral virtues admired by the society or "excellence of any kind," celebrated for his deeds and supported by the gods. In some contexts, it is also closely associated with human knowledge and cunningness.

First and foremost, in exploring myths and legends from around the world, scholars, such as Erich Neumann and Edward Burnett Tylor, have identified a repeating image or a pattern of a universal hero. The tales of Gautama Buddha and Jesus Christ could be analyzed from this perspective as a typical story of a universal hero. It is worth mentioning that in his work on comparative mythology *The Hero with a Thousand Faces*, Joseph Campbell compares different recurring narratives that share a typical fundamental structure and analyses the concept of the true archetypal hero [3, p.1–37]. Moreover, he is the first to introduce the idea of monomyth or hero's journey – it is a tale that involves the universal hero who goes on an adventure, and in a decisive crisis wins a victory, and then comes home changed or transformed. As Joseph Campbell writes that "the composite hero of the monomyth is a personage of exceptional gifts" and "frequently he is honored by his society, frequently unrecognized or disdained" [3, p. 35].

Furthermore, it is also essential to pay attention to the archetypal stories, which play the role of the underlying structures in every aspect of art produced by humans, be it literature, music, theatre, or fine art. The archetypal story of the hero is one of the many archetypes in human myths and legends proposed by a Swiss psychologist C. Jung that, to this day, continues to influence our perception and behavior. According to Jung in "Man and His Symbols: Approaching the Unconscious," these archetypes are the primordial images that or motifs that serve as the conscious representations of meaning and are rooted deeply in the collective unconscious of the society [8, p. 57].

In “Psychology and Literature. The Creative Process: A Symposium”, he mentions two objects of analysis, which are the “concrete artistic achievement,” and the other is the “living and creative human being” in literature. This essay is going to concentrate on the analysis of the concrete artistic achievements – major Greek epic poem the *Odyssey* and the medieval romance *Sir Gawain and the Green Knight*. These two works also appear as the form of psychological art which “deals with materials drawn from the realm of human consciousness” [7, p. 220] and represents the things experienced by the psyche be that everyday experiences, hopes, and failures or the process of psychological growth and transformation.

There is no doubt that Homer’s *Odyssey* remains not only fundamental to the modern Western canon of literature but also one of the most prominent influencers of Western Civilisation being the timeless classic. The poem is considered to be one of the greatest heroic tales displaying heroism as the real virtue, and its significant themes have served as an example of the moral and ethical constitutions of Ancient Greece. However, heroism can occur not only on the battlefield, as it is expected, but it also may manifest in the peacefulness of ordinary life deprived of catastrophes and dangers. So, it is worth paying attention to the main characters of Homer’s poem, *The Odyssey*, the courageous Odysseus, who may serve as the most significant symbols of heroic virtues admired in Ancient Greece, and his faithful wife Penelope, whose heroic deeds are not typically physical but rather moral.

It is worth paying attention to Odysseus, who is considered to be the ultimate representation of a heroic character. Odysseus has a motif based on overcoming obstacles and achieving specific goals “in order to secure a quest, which is then shared with other members of the hero’s community.” The character’s goal is to return home to Ithaca, where his wife and son wait for him. His journey begins in the “ordinary” world – the part of Greece known to people where monsters and mythical creatures are not universal – that part of the journey had already happened to Odysseus in the *Iliad*.

During his wanderings described in books 9–12, Odysseus has to face death numerous times, which is the unknown death and

could be considered the main villain or the obstacle along the path. As Jean-Pierre Vernant puts it, “If death did not appear in the epic as the ultimate horror, if it did not assume the monstrous mask of Gorgo the unthinkable, all that is radically other, then there would be no heroic ideal. There can be no heroes if there are no monsters to fight and overcome” [5, p. 59]. So death presents itself in different manifestations throughout the epic: it has a face of the terrible cyclops Polyphemus, Scylla and Charybdis, the intoxicating oblivion of the Lotus and the Circe’s magic. However, all of these fabulous forces are encountered with victory as Odysseus put himself in such jeopardy to protect his men from the supernatural threats. He shows his heroism through exceptional bravery and cunning intelligence. It is the most noticeable in the eleventh book, where the character and his crew visit the Land of the Dead and come up against not a metaphorical presentation but against the real face of death. Margalit Finkelberg stated that “The *Iliad* proceeds from an idea of the hero’ which is pure and simple: a hero is one who prizes honor and glory above life itself and dies on the battlefield in the prime of life.” There is no doubt that Odysseus does not fit in that idea of the hero as he makes a conscious choice of not risking his life on the battlefield. In this regard, he departs from the conventional Greek concept of heroism – of short and glorious life and the great death – and reinvents the idea of heroism. Evidently, the ability of Odysseus to confront death with victory throughout the whole poem, his courage and determination in overcoming such horrific obstacles make him the ultimate hero, the embodiment of the Arete.

Despite the fact that the main subjects of Greek heroic tales were strong male warriors, in *The Odyssey*, readers have a glimpse of the heroism of a different kind – of the inner strength and exceptional cunningness of Penelope. Unlike Odysseus, she does not embark on her adventure into some unknown and supernatural land where she has to battle mystical creatures and monsters or overcome physical threats. While Odysseus is the obvious hero of the tale, Penelope’s heroism is subtle. She is an uncommon hero who is able to triumph in the face of adversity and fight down her oppressors, the numerous suitors. Though the reader has access to some parts of her story, much

of it remains unknown. Moreover, Penelope embodies such qualities as a strong will, courage, and determination, just like Odysseus does, which makes her his equal in a sense. Her perception and brilliance are acknowledged by one of her suitors, Antinous, in Book 20: “For all the Achaean beauties of former times, none had at her command such wit as she” [1, p. 342–347]. Single-handed, she is able to manage the kingdom and raise their son. Such cunning intelligence helps her withstand the constant pressure of her suitors: she weaves the shroud for the father of Odysseus, Laertes, every day and undoes her work every night to prolong the anticipation of the admirers. In addition, Penelope tricks her guests and devises the plan to get rid of them: arranging a shooting competition in which the suitors have to use Odysseus’ bow though only her husband has the strength to draw the string (Book 22). Also, she tests him, in the end, to make sure that it is her husband who knows their marriage secret (Book 23). Such cunning intelligence and deceitfulness are not portrayed as the vices but as the qualities that are praised and are useful when employed by many characters as Odysseus himself, Athena, and Telemachus. Even though she does not display all of the characteristics of the Classical Hero or the universal hero, she still possesses the Arete – the excellence of her cunning intelligence and quiet strength within and is able to overcome the threats of suitors and archives a triumph.

The classical epic hero is succeeded by the honourable knight that appears in chivalric romance – a literary genre of high culture that was popular in the aristocratic circles and developed simultaneously with chivalry in High Medieval Europe. The idea of a hero represented by a knight in and in a Christian influenced society differs from its Greek precursor and functions within a system of different moral virtues. The Greek concepts of art, Plato, and Aristotle’s philosophy have influenced the understanding of the moral virtues by the society in the Middle Ages. However, the Christian philosophy remained the most prominent influencer of thought in that period. Additionally, the main feature that discerns the classical Greek and medieval European hero is that wit and cunning intelligence were not familiar to the latter – the deception even of the enemy was considered to be a breach of the moral code. The rise of Christianity almost completely

transformed the notion of the hero and the heroic, making it that way, so the true hero has to balance between serving God and his King and Kingdom.

The excellent example of the medieval hero is displayed in the Middle English romance of the unknown author *Sir Gawain and the Green Knight*, which is considered to be one of the best known Arthurian stories that fully depicts the feudal tradition and virtues admired by the English society. Till the modern days, it has served as an exceptional illustration of a medieval romance with the central themes of honor, trickery, and challenges that features King Arthur and the Knights of the Round table that follows a particularly strict code of chivalry that includes courage, loyalty, courtly manners, purity, and valor.

Moreover, the story fits the definition of the monomyth, a tale that involves a hero who goes on an adventure: Sir Gawain, is challenged by the mysterious Green Knight that appears at the court of King Arthur and goes on the quest into the land of magic to find the Knight again, has to overcome the temptations and in the end, comes back transformed. Furthermore, in his turn, Sir Gawain, being the knight of the Round Table, fits the image of the medieval hero that strictly adheres to the code of knightly conduct by keeping his promises, obeying his King and performing the feats that show his valor and finesse, though his chivalry is continuously tested throughout the romance. It is possible for the readers to see such qualities of the protagonist in the opening scene, in which he proposes to become the champion of the King Arthur, showing his loyalty to the liege lord and bravery as a knight and as a representative of the whole court in answering to challenge of the strange warrior. However, according to Victoria L. Weiss, in her article, “Gawain is told that he need only strike a blow; nothing said of chopping off the Green Knight’s head” [4, p. 2]. There comes the first failure of Sir Gawain that sheds light on his qualities as a knight: his overly aggressive behavior does not make him a perfect embodiment of the chivalric virtues because he is “free to determine what kind of blow he should deliver” and he chooses to behead the stranger. Gawain states that “I am the weakest [of your knight], I know, and

the dullest-minded, so my death would be the least loss if the truth should be told; Only because you are my uncle am I to be praised, no virtue I know in myself but your blood” [2, p. 354–357]. Those particular lines make it clear that Gawain’s impulsivity leads him to associate the blow with the death, but also that he shows humility at the same time as the excessive adherence to the chivalric code, which results in the lack of concern for life. Moreover, in “his impetuous desire to demonstrate his knightly valor and to rescue his uncle from a dangerous challenge, fails to see that he can fulfill the terms of the challenge and still spare lives” [4, p. 4].

As the plot progresses, Sir Gawain keeps his word to meet the Green Knight again to receive a reciprocal blow, being loyal to his word, yet makes another mistake that denotes his knight status: he fails to keep his promise and breaks the deal with Bertilak when it comes to the exchange of winnings with the Green Knight. His behavior is motivated not by greed, but by a fear for his life, yet he violates the code of honor and tarnishes his reputation as one of the most chivalrous men in Arthur’s court. In the end, after discovering that the act of his deception was known to the Green Knight, he realizes his failures and comes to terms with his pride, carelessness, and deceitfulness by wearing the griddle as a sign of his imperfections. He boldly meets face to face with his faults and, in doing so, is able to transcend beyond his limitations, proving real courage. As a result of the Green Knight’s game of testing, the protagonist and his perception of chivalry and knighthood have undergone some noticeable changes: no longer does Gawain believe that he is a knight and a true hero that exemplifies the chivalric characteristics even though the whole court and the Green Knight tell him otherwise.

Without a doubt, the theme of the heroism and the concept of the hero illustrated in Homer’s *Odyssey* drastically differs from the idea of the medieval hero-knight depicted in the late fourteenth-century romance *Sir Gawain and the Green Knight*. Odysseus is considered to be a conventional and cultural hero that embarks on the dangerous journey, overcomes the obstacles, and achieves a specific goal – returning back home. His heroism is a manifestation of the attitudes

of that period and the image that reflect the mentality of Ancient Greeks and represents personified race, tribe, and humanity as a whole. Odysseus can be called the exemplary hero of his times. Furthermore, his tale is a mythological one of rite of passage in which the man undergoes through the symbolic death and contact with the spirits, which opens the way for rebirth – the psychological transformation of the individual. In this regard, the journey of Odysseus becomes the life journey of every person.

Even though Penelope does not embody all of the characteristics of the universal hero, she still represents a unique sort of hero who possesses the exceptional courage, intelligence, and inner strength that she employs to overcome the challenges and achieve a victory.

Sir Gawain also appears as a cultural hero in monomyth: the whole tale illustrates his path towards a particular goal, a meeting with the Mysterious Green Knight, and taking the blow, which he is able to reach despite the challenges. Just like in the case of Odysseus, the journey on which Sir Gawain embarks is the journey of the psychological transformation of the individual through overcoming the fears and challenges.

The protagonists of both books possess a particular set of qualities that are prized in the Classical Greek world and in the Medieval society: determination, courage, and valor. However, they differ in terms of intelligence. If in Ancient Greece the capacity to lie, use cunning intelligence and deceive the enemies, that both Odysseus and Penelope successfully apply, is considered to be a hallmark of the exceptional character, then in the world of chivalric virtues that is influenced by the Christian religion, such abilities are not appreciated. The very act of deceiving his opponent violates Sir Gawain’s perception of his own code of honor. However, all of the characters mentioned above are similar in one sense: they are exceptional individuals that serve as an embodiment of different notions of the heroic archetype in distinct periods and points of cultural development of society. Odysseus is a king of men and champion of gods, he is the last remaining hero of the Trojan War, but also he is worthy of God’s assistance. Nevertheless, at the same time, he is the first modern man, whose heroism is not a glorious

death but a long life of enduring the toil and suffering. Penelope, Odysseus' devoted wife, is equal to him in her valor and is an embodiment of fortitude, persistence, and cunning intelligence. On the other hand, Sir Gawain is an outstanding warrior and a knight, one of the most chivalrous members of the court of King Arthur, who is able to accept his failures as a knight and confess his sins.

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Основные методы и этапы обучения лексике в начальной школе

Аннотация: в данной статье рассматриваются принципы обучения и этапы освоения лексики обучающимися начальной школы. В последние десятилетия тема обучения лексике привлекла внимание преподавателей и лингвистов всего мира, остро ставя вопрос эффективности различных типов лексических упражнений. В статье приводится классификация принципов обучения лексике, а также подробно описаны этапы изучения лексики. Основное содержание исследования составляет анализ лексических упражнений в учебно-методическом пособии Starlight 3, используемом в преподавании английского языка в государственных образовательных учреждениях. Цель исследования состоит в том, чтобы выяснить, насколько данные упражнения отвечают классифицированным автором принципам и этапам усвоения лексики. Автор делает вывод, что количество и разнообразие лексических упражнений в УМК Starlight 3 способствуют эффективному усвоению лексики обучающимися начальной школы, так как материалы соответствуют принципам и этапам, приведенным в исследовании.

Ключевые слова: обучение лексике; усвоение лексики; обучение иностранному языку в начальной школе; принципы обучения лексике; этапы усвоения лексики; методы обучения иностранному языку.

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The Main Principles and Stages of Teaching Lexis in Primary School

Abstract: the article is devoted to the topic of teaching lexis to primary school students, its principles and strategies. In the past several decades, lexis teaching has played an important role in English language teaching theories and researches. However, it seems to be the common issue that vocabulary exercises and technologies efficiency is hard to be estimated. In our research we therefore analyzed the main principles to be followed in teaching materials selection and designing and studied the stages of lexis learning and acquisition. The aim of the research is to investigate to what extent the content of student's books and materials used in Russian schools correspond to these principles and stages. The methods used in conducting the research are qualitative data collection such as literature review and case study to obtain deeper understanding of common lexis teaching techniques and how they can be included into the books. As the result, it was found that there are 3 stages of lexis acquisition: introduction, fastening and practice. What is more, the principles of lexis teaching were divided into 4 groups belonging to various fields: didactic; psychological; linguistic and methodological. After detailed examination of the materials included into the Russian student's books it can be concluded that the books used in Russian schools comply with the classifications of stages and principles which is illustrated with the examples of tasks taken from the book.

Keywords: lexis teaching, vocabulary acquisition, primary school students, teaching lexis principles, lexis learning stages, teaching methods and approaches.

Introduction

The article sheds light on the topic of what lexis teaching techniques should be included in the lesson and why. The goal of the research is to make a classification of the main principles of teaching lexis

to primary school students according to different spheres of science, which overlap in the field of teaching a foreign language. Another goal is to study the sequence of stages in lexis acquisition in order to evaluate the Russian student's books' efficiency in learning lexis. The topic of lexis teaching seems to be essential for the Russian teaching community as materials and books for English language teaching are elaborated in accordance with commonly accepted European standards of teaching. In our research, we have examined two approaches to foreign languages teaching in order to find the most effective for lexis teaching. Till the end of the 20th century, the topic of teaching lexis was almost neglected with grammar playing the primary role and the Grammar-Translation approach being broadly used. However, this approach was widely criticized for the lack of close to a real-life communication situation, which made students frustrated and stressed when they were forced to communicate outside the classroom. The idea was expanded by Folse [5, p. 2] who stated that with the help of grammar nothing can be conveyed while lexis enables us to convey information and change the ideas. However, if we look at the Communicative approach, there can emerge the issue of its inapplicability to beginning level students and non-native teachers. What is more, the grammar aspect cannot be fully excluded from the syllabus that is why we should reconsider the already existing materials and books in order to make them relevant for today's students. English language teaching cannot be characterized with the only approach used as the process of learning a foreign language is a complicated system which consists of several skills development corresponding to different language levels. There always should be a mixture of methods and approaches for increasing the learning process efficiency.

The importance of lexis in different approaches and methods

Lexis is acknowledged as one of the main components of language acquisition as students with limited vocabulary knowledge find themselves in constant frustration and stress having no opportunity to express their ideas or understand other people. In this regard, Wilkins

wrote that “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” [16, p. 111–112]. This idea was reformulated later by Folse who also claimed “however, with poor vocabulary communication is constraint considerably. You can get by without grammar; you cannot get by without vocabulary” [5, p. 2]. Another important figure who supported lexis importance was Lewis who asserted that language consists of grammaticalized lexis, not lexicalized grammar and grammar as the structure is subordinate to lexis [8].

However, it is worth mentioning that some scientists, for example, Barcroft and Schmitt, do not draw any difference between the notions of vocabulary and lexis claiming that they are synonymous in their meaning, which relates to all the words in a language [2, p. 573]. Other linguists, for instance, Van Vlack, consider vocabulary as words and meanings and lexis as words with all the peculiarities such as collocations, synonymous and autonomous relations etc. [13]. In our research these terms can appear in synonymous relations as well because in Russian tradition there is no special equivalent for ‘vocabulary’.

English language teaching approaches and methods

Teaching community has always been concerned over finding a more effective approach to teaching English. The issue of what skills and language properties are to be taught first and what methods should be abandoned for their inefficiency is of much interest to researchers. Therefore the question to be studied here is what approach is more suitable for lexis learning. In this term, Grammar-translation method and Communicative approach as two opposites should be covered in the article. The argument for choosing these approaches is that according to Richards a lot of teachers still continue using Grammar-Translation method in their practice, which was popular in the past [10, p. 5]. Presumably, this happens as the method does not demand much effort in lessons preparation (teacher needs only a student’s book, where all the exercises are included) or another reason can be the lack of methodological knowledge. The communicative approach

was selected to be studied as well for the reason that as Richards put it «CLT prompted a rethinking of approaches to syllabus design and methodology» [11, p. 6]. Fluency gained prominence over accuracy with the focus on meaning, functions and situational appropriateness.

Considering the role of lexis it can be said that in the Communicative approach, where much attention is paid to functions and settings lexis is thoroughly selected according to the students’ needs and interest. What is more, when students study language in functions and situations, they become aware of situational appropriateness of the lexis and its style. It contributes to building students’ awareness and conscious learning. Grammar works here as a mediator which helps to transfer meaningful parts of speech in order to reach an aim of communication. What is more, role-play and other activities used in the approach simulates real-life conditions, which encourages language items use in unprepared speech. Thus we conclude that the emphasis on genuine communication that imitates real life is more helpful for the students as they are learning a language in situations that they are likely to face in a real-life context, it helps them to overcome the barrier and not to be confused while speaking. Teaching lexis via communicative approach helps to build stronger relations between lexical units and simplifies the process of lexis memorisation while students remember the words using them in freer practice.

On the contrary, the Grammar-Translation method was broadly criticised for lack of communication and setting non-realistic conditions for the educational process. This method was claimed to be helpful for reading and writing skills development only, while the process of language learning comprises well-balanced four skills development, which are receptive (listening and reading) and productive (speaking and writing) [11, p. 7; 15, p. 67].

However, the Communicative approach got critical reviews and comments as well. For instance, Swan and other linguists asserted that Communicative approach had a few important disadvantages such as it is not applicable to all levels students because of authentic language usage. Another issue is that the vital role of grammar cannot be denied. Grammar practice can not be excluded out of the classroom, so the question is how a grammar-based syllabus or evaluation and

testing materials can be changed and included. [11, p. 83]. Another linguist who disapproves of CLT (Communicative Language Teaching) is Stephen Bax. According to Bax, the best way to deal with a varied classroom is to pay much attention to the context. Under the word context he meant students' needs, cultural and individual background and much more other conditions which are neglected in CLT lessons [3, p. 280]. One more disadvantage to be added is the question to what extent non-native speakers can be qualified in Communicative approach techniques.

Considering the topic of approaches to English teaching it is vital to mention the Lexical Approach created by Lewis in 1993. The idea of the approach lies in the strategy that frequently occurred phrases should be taught as fixed language units and set phrases. Lewis wanted to shift the students' attention from abstract rules to most common examples of language usage [8]. The main principle of this approach seems to be close to the process of how native speakers children master the language as unanalyzed chunks and after that they can build linguistic relations and have already learnt patterns in the memory store which actually simplifies the further accuracy learning. Due to Lewis and his supporters' ideas, the central role of lexis has been acknowledged. There are collocation boxes, functional language units and other references offered to students.

However, teaching a foreign language we cannot concentrate mainly on a particular language level such as lexis, grammar or pronunciation. Thus, we support the ideas promoted by Bax. To comply with our students' needs and provide them with an opportunity to learn a foreign language, we should examine all the factors, which can influence the educational process. It cannot be denied that other approaches and methods may become valid in certain situations. In this term, teachers are responsible for choosing the right method and activity for achieving the lesson aim. Sometimes teacher can benefit from Lexical approach usage while working with young learners it is helpful to resort to Total Physical Response method. However, English language teaching cannot be characterized by the only approach used. It is always a mixture of methods and approaches for increasing the learning process efficiency.

The main principles of teaching lexis

After having concluded that a foreign language learning is a process, which can comprise several approaches, methods and strategies, it is important to investigate the principles of teaching lexis. The knowledge of principles can help teachers to work with materials and tasks in a more efficient way.

The attitude towards foreign language learning in Russia dramatically changed in the 90s when the importance of the English language grew in regard to globalization. The new assessment system and six levels language proficiency system were introduced. New technologies for a foreign language teaching such as audio-visual aids were implemented and the principles of teaching shifted as well.

Having studied different researches conducted by Russian and foreign authors such as Nation [2008], Zhelyazova [2011], Barcroft [2004] we can classify the main teaching principles into several groups according to the fields they belong to:

- Didactic principles: conscious lexis-learning and clear lexis introduction with visual aids (realia or pictures); reference to background knowledge [9]. Dictionary should be used for independent learning development [17].
- Psychological principles: gradual learning. The process of learning vocabulary needs to be implemented systematically, and learners are encouraged not to immediately use new words successfully in tasks [1]. The students should be provided with listening and reading tasks with the target vocabulary as the examples of input before they are forced to use it in speaking and writing. Considering productive tasks, first of all, students complete controlled practice tasks checked by the teacher and only then they are given freer practice.
- Linguistic principles: vocabulary list must be limited and recurrently revised. As Waring put it, the students need from 5 to 16 meetings to remember the word and use it further [14]. Students may face the words either in texts and tasks or in revision tests. Only the primary meaning without other aspects such as synonyms or antonyms should be introduced at the beginning level [9].

- Methodological principles: properly selected and interconnected vocabulary. Vocabulary should be appropriate and comprehensible by learners [9; 1].

Foreign language teaching is the discipline, which lies at the intersection of several fields: didactics, psychology, linguistics and methodology. While planning the lesson and selecting the materials the teacher should take into account all the peculiarities of the fields mentioned above. This is a challenging task to apply all the principles to the teaching process. A professional teacher is one who possesses profound knowledge in pedagogy, psychology, linguistics and language itself. In our opinion, the consideration of the principles mentioned above in the classification contributes to achieving the educational aims. What is more, the knowledge and understanding of language learning principles and their applying to the lessons also help to avoid difficulties in learning new words and simplifies assimilating the already learned ones.

Lexis acquisition stages

After having studied the main principles of vocabulary teaching, it is essential to analyze the steps of vocabulary learning and exercises, which are to be used. The knowledge of stages contributes to increasing lessons efficiency. In our research we examined the stages of meeting and remembering the words proposed by Harmer [7, p. 54–55] and added some explanatory remarks:

- Affective meeting or Introduction: introduction via visual or audial aids; repeating the items together and individually; semantization through translation or giving definitions; showing the appropriate context and collocations; writing down the vocabulary
- Cognitive engagement or Memorisation: training the vocabulary in limited and controlled by the teacher conditions (controlled-practice tasks)
- Retrieval and Use or Practice: using the vocabulary in different communicative conditions and situations (freer practice tasks)

In Russian teaching community teachers support lexis learning classification written above as well. However, they claim that

there is one more stage to be included, which is lexis evaluation and testing [6, p. 135–139].

To conclude, it is vital to point out that the stages sequence has to be considered while vocabulary teaching. It is the teacher's responsibility to provide students with various opportunities to train words in order to memorize them faster. On the introductory stage teachers should resort to different semantization exercises and provide plentiful exposure to vocabulary items. On the memorization stage teacher can make use of various activities oriented on such aspect as word's meaning and form. The activities must be checked to be sure that few mistakes were made. Under these conditions teacher should give the students an opportunity to use the items in the communicative tasks in freer practice, which can be conducted either in the form of pair-work or in the form of teamwork.

Lexis teaching in a Russian student's book

It has always been a challenge for the Russian teaching community to combine its time verified language teaching technologies and modern trends of the international colleagues. In this term, it was decided to create a student's book where the Russian learners' needs and cultural background as well as modern teaching tendencies would be taken into consideration. Russian methodologists and teachers in collaboration with international colleagues elaborated the book called Starlight. The book complies with Russian Federal Educational Standard requirements and Common European Framework of Reference. That is why this book was chosen to be analysed in our research. The aim of the analysis is to find out whether vocabulary teaching principles and stages are to be found in this student's book.

The materials from the book of Starlight meet the principles of lexis learning in the following way.

1. Didactic principles.
 - 1) lexis-learning: the lexis is introduced at the beginning of the unit separately out of the context;
 - 2) requirements and structure: the students have clear criteria and requirements how they will be checked in lexis (further

- tests in lexis are well structured);
- 3) materials: the students are provided with visual aids (realia or pictures) and audio track while getting familiar with lexis; Interconnection with other subjects: the lexical units of the book are connected to geography, maths, and history and apply to students' background knowledge.
2. Psychological principles.
 - 1) learning: the exercises are ordered from easier exercises (controlled practice exercises) such as gap-filling, matching words with the pictures and further to more challenging exercises (freer practice) such as thinking out a dialogue, answering opened questions or preparing a project. In these principles, the sequence of stages can be traced in the form of from reproductive to productive tasks moving.
 3. Linguistic principles.
 - 1) items limitation: vocabulary list must be limited (e.g. the Miller's number is plus/minus seven) to 7–8 lexical items according to children's mental abilities.
 - 2) revision: lexis is revised and checked throughout the unit and evaluated at the end of the unit.
 4. Methodological principles.
 - 1) selected and interconnected vocabulary items: there are units devoted to the most frequently mentioned topics (house, food, clothes, weather, my country). They are interconnected logically (daily routines and food and Present Simple; furniture and prepositions etc.)

If we have a precise look at vocabulary learning stages, we can provide every stage with detailed examples of exercises taken from the book *Starlight 3* (Unit devoted to the topic of food) and check to what extent the book corresponds to the principles mentioned above:

Introduction

There are no pre-teaching lexis tasks such as reading a text. The lexis is introduced explicitly at the beginning of the topic.

The audio track gives students the opportunity to repeat the words with speakers. The pictures simplify the understanding and they can serve as useful materials for further teacher-designed tasks.

Fastening

After vocabulary items introduction students complete exercises oriented on meaning or form (can be both) memorization. Exercises can be the following: gap-filling, matching (the word with the picture, with the definition), puzzles and crosswords, completing the sentences, multiple-choice, word-building, choosing the odd word out and other controlled tasks.

Practice

When the teacher is sure that students have learnt the items, the students are provided with uncontrolled productive tasks such as making presentations or writing a letter. In the book of *Starlight 3* this section is called «Portfolio».

Conclusion

In the article given we tried to show the tendency of the modern teaching community to pay much attention to lexis teaching. We also studied the main principles and stages of lexis learning which are applied in the Russian student's book. Nowadays there are many techniques to develop lexical competence. However, English language teaching cannot be efficient if the teacher sticks to the only one chosen method or approach. The effective educational process is always a mixture of different techniques and activities taken from various approaches and methods which leads to increasing the learning process efficiency.

In the process of lexis learning different principles taken from four disciplines should be taken into account, while a foreign language teaching is a sphere of several overlapping scientific fields. The fields are didactics, the methodology of teaching, psychology and linguistics. Another important point is that it is necessary to follow certain steps while working with vocabulary.

The aim of the research was to investigate whether these stages as well as principles can be found in the student's book for primary students in order to evaluate whether the book can be helpful in vocabulary teaching. Materials and exercises in the book comply with the principles mentioned above while the structure of the unit

meets lexis learning stages. Thus, we can conclude that the book of Starlight can be sufficient for lexis teaching to primary school students.

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Влияние культуры на образовательный процесс в Южной Корее

Аннотация: в данной работе авторы анализируют влияние южнокорейской культуры на образовательные процессы и на систему образования страны в целом. Рассматриваются вопросы влияния двух ближайших стран-соседей (Китая и Японию) на образовательную культуру Южной Кореи, затрагиваются проблемы образовательных реформ, изучаются школьные и университетские аспекты обучения, а также отмечается решающая роль государственных структур в построении образовательной системы, равно как и сама социокультурная сторона корейцев и ее роль в образовании.

Ключевые слова: образование в Южной Корее, корейские образовательные реформы, корейские ценности, глобальное лидерство, традиционное образование.

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The Impact of Culture on the Educational Process in South Korea

Abstract: in this work the authors analyze the influence of the South Korean culture on the educational processes and the system of education of the country as a whole. Such questions as the impact of two closest neighbor countries (China and Japan) on the educational culture of South Korea, problems of the educational reforms, school and university aspects of studying, as well as the crucial role of the governmental bodies in building the system of education and the socio-cultural customs of the Koreans and its role in education are described and considered.

Keywords: education in South Korea, Korean educational reforms, Korean values, global leadership, traditional education.

Introduction

Education is one of the most important issues for every country. There is no doubt that the most developed economies of the world have very strong educational basis, since only the power of knowledge can give a serious push for the economical development. In this article the authors will take a very close look at the South Korean system of education.

South Korea is a country that has developed its economy in a very unique way. At the mid of 20th century, South Korea decided to take a very patient and hardworking approach in order to create a strong country after the Korean War [4]. Combining old traditions and using the newest technology, this republic has quickly become one of the countries with the most developed education. However, South Korea is still in its way of creating an ideal system of education.

It is worth studying and observing how one of the ancient cultures of the Far East managed to achieve such a result. This study attempts to review some scientific literature on the topic of the study.

Literature review China and Japan influence on the educational system of South Korea

A large number of researchers, such as Choi S.O., Ermakov K., Haggard S. Lee K. Y., Park J. and etc, who do research on Korean culture, and in particular its impact on the Korean education system.

For quite some time, South Korea was in the shadow of its powerful neighbors: Japan and China. The influence of these countries on the national culture of Koreans is doubtless. However, this was not blind copying, but rather partial borrowing, an advanced imitation and transformation in their own way [9].

Until the 15th century, Koreans used Chinese writing without having their own, and since Korean and Chinese belong to different language groups, such a task was not that easy. Only in 1446, during the reign of Sejong the Great, the national alphabet was established where Chinese motifs were still strong. And today, the Chinese and Koreans can understand each other using hieroglyphs. Since the founding in 1398 of Korea's oldest educational institution for the training of officials (Sungkyunkwan University), the establishment of academic training of students and additional adult education was based on the norms of the Confucian philosophical and ethical system, and the leaf of the ginkgo tree, which means the symbol of Confucianism (as well as longevity and stamina), later became the emblem of the university.

Students of the 21st century ask Confucius for patronage on exams, perform a ritual dance in front of university churches and pronounce Confucian slogans in the same way as their predecessors did in the 14th century. The tradition of passing exams to obtain public office in front of the emperor also came from China. Each post had its own list of exams, and knowledge of languages paved the way for the translation chamber. Koreans follow the canon of Taoism: "From ancient times,

a sophisticated husband saw the finest, most refined, penetrated the innermost and which was incomprehensible in its depths” [9]. Today, based on the modern management paradigm, Graduate School of Governance sees its mission in the cultivation of the national elite core and its role as a factory of ideas and agents of change. Thus, the basic values of the philosophy of government through centuries have sprouted.

Japanese cultural influence was different. Despite the traditional competition in affirming civilizational primacy and leadership, a peculiar definition of the term “mutually beneficial influence”, as well as obvious political and economic distancing in recent times, South Korea and Japan undoubtedly had close cultural ties, ethno-religious and linguistic contacts in the past [10]. Linguistic scholars of the two countries consolidated note the kinship of languages and the “footprints” of the neighboring people in traditional cultures. It is believed, for example, that the Japanese introduced the Koreans to the gymnasium system.

The ideologies of Japanese-centrism that emerged in the first half of the 20th century, were successfully contrasted by modern South Koreans with the new trend in popular culture – so called the «Korean wave» as an actual fashion for everything Korean (music, food, clothing, Korean language, the Korean model of education), which actively collects in the ranks of apologists most of the youth of Southeast Asia. The dilemma of “tradition and innovation” does not contain a dramatic meaning for Koreans. Koreans regard globalization as an objective reality, striving to take from the world everything that can be assimilated without harming the state interests and spiritual foundations of the nation [10].

Educational reforms in South Korea

Nowadays global trends in education are the following:

- English;
- open-Smart training;
- online education;
- HRD strategy;

- the transfer of all levels of education to the creative field (development area);
- the idea of creating a city of creativity, international internships, support for migrants.

Despite these trends the reverent attitude of Koreans to education as an effective mechanism for climbing the social ladder, which has retained its rigid step sequence still remains unchanged. A manifestation of commitment to the ideas of the Teacher (teachers or educational institutions) increases the moral weight and social status of the student (followers of the teaching, students). And Koreans are ready to study for years in order to pass exams and reach the educational goals.

The basic principles of the modern system of education of the Republic of Korea were laid down during the presidency of Chun Doo-hwan. The government took under its auspices the entire educational sphere and was creating a commission to reform the system of education, the main task of which was to develop a program for the development of studying, namely: modernizing entrance examinations in universities, improving the quality of education in them, developing the skill of teachers. The system of state civil service became an object of modernization in 1949 (the First Republic, President Syngman Rhee). In 1981, the administration of the Fifth Republic (President Chung Doo-hwan) divided the civil service system into types and classes (9 grades). This model, based on the “worth of worthy service and the desire for improvement”, is valid to the present. The modernization of the civil service system went on a wide front, including the system of open exams, status guarantees, training and professional development, the level of wages and pensions. Thus, immediately after the military upheavals, the poor country without resources, technologies, or finances relied on the quality and development of human capital [9].

School and university ethics

As a result of this, the task of every young person is reduced to one thing – to enter a university, and all his efforts when studying at school are aimed at achieving this unique goal. Each university in South

Korea has its own rating, and the cherished dream of a high school student is one of the universities of the three leaders: Seoul National University, Koryo University or Yonsei University [6]. Admission to one of these universities practically guarantees in the future a prestigious job and career in the chosen field. The student is ready to study in two or even three specialties at the university, such a way opens up more opportunities for employment.

The school years of a Korean are held under the weight of awareness of the upcoming “Sunyun Day”, which is an entrance exam that determines all of his future destiny. And this applies not only to higher education, but also the creation of a family because it is in the university where you can find a future partner. Of course, by tradition, the young do not dare to take such an important step without parental consent and blessing. The school year in Korea begins in March, and entrance examinations take place in November. One hundred days before the entrance exam, relatives of graduates begin to pray in the country's churches for successful assessments of their children. University entrance for a Korean and his family is a real holiday, which can last several days. And, on the contrary, failure on the exam is a tragedy that sometimes ends very sadly – by suicide of children who are deeply experiencing this tragedy. In South Korea, the “Code of Family Honor” is very significant, and the child's failure to pass the exam is an insult to the family and is a black spot on his entire future [6].

On October 3, South Korea celebrates the day of the mythical foundation of the Korean nation – “The day the sky opened”, sealed by the marriage of the son of the sovereign of heaven and the she-bear, who turned into a woman. The roots of traditions are fueled by the basic principles of Korean education: respect for elders and hard work.

Korea is a paternalistic country. Family books include tenth generation relatives. Life in a South Korean family is not conceived without a clear hierarchy. The same hierarchy accompanies a person for the rest of his life. It is noticeable at the university and at work. There is always a huge distance between the teacher and the student. The professor is always right, his or her words are not criticized. The older one moves up the career ladder, regardless of how developed the competencies of the younger. Students refuse to work

on the same project with younger classmates, only equal in age enter into the educational dialogue, the younger will always clean the blackboard, the parking lot of the senior professor will never be taken by a younger one. For the Korean, the word of the elder is a law not subject to discussion.

Most likely, this upbringing tradition caused the tragedy of April 16, 2014 on the “Sevol” passenger ship, wrecked off the coast of South Korea. In the first minutes after the crash, the teachers told the children to close in their cabins and not go out. The teacher's word cannot be disputed, the wrong decision of adults cost the lives of 250 students [1].

Cultivation of hard work in South Korea

Diligence as a character trait of South Koreans determines the origins of the Korean miracle – a breakthrough that the country has made over the past fifty years. Koreans say that the country has risen to its feet thanks to the export strategy, hard work and dedication of officials. The Korean is ready to work diligently, efficiently, hard, day and night, receiving a small salary for the job. A proof of Korean industriousness is the fact that the employee takes 5 days of an annual basic vacation at various firms, and 7 days for government employees. We can see a similar situation with the length of the working day [7]. Formally, the working day of Koreans begins at 9 a.m. and ends at 6 p.m., with an hour break for lunch. But in practice, employees process several hours daily. Up to these days, many Korean firms have an unwritten rule: while the boss is at the workplace, the ordinary employee cannot leave his own. This state of affairs is considered absolutely normal, since that is how the Koreans are brought up.

There is special attitude in South Korea to officials. In the XIV century, approaching the Academy of Confucianism Sungkyunkwan, the emperor had to get off the horse, thus expressing deep respect for the teacher. A scientist in Korea stood above the official at that time. However the social significance of the professor is still great today, but the demands are high. Refusal of a full-time professor may have quite

sad consequences. In the modern Republic of Korea, a teacher, scientist and official equally bear the responsibility for public service, sharing both privileges and burdens, including moral (for example, to meet a credit of people's trust). Undoubtedly, the development of the civil service system was served by ensuring openness of recruitment and promotion through the ranks [7].

The modern system of state civil service of the Republic of Korea has developed and has been functioning efficiently for over 60 years, struggling with difficulties and problems, to which analytics attributed the following:

- discrimination in employment, lack of equal starting opportunities;
- the effectiveness of officials and a merit-based system;
- weakening of the principle of meritocracy;
- insufficient exchange, replacement of central governments by local officials' local governments;
- prevalence of personal orientation to the public service;
- deficiencies in the training and professional development of civil servants (narrow focus of educational institutions, lack of expertise, irrational training functions, lack of connection between training, advanced training and the personnel management system);
- lack of local budget, which is allocated for the training of municipal employees.

Governmental bodies in education

Today, it is generally accepted in South Korea that the public administration sphere has reached a high level due to the dramatic development of the economy and society in the 20th century, as well as a clear identification of the weaknesses of the state civil service, such as insensitivity to structural and environmental changes, bureaucracy, and lack of professionalism [2]. South Koreans are ready to share the success formula of the national public administration system with developing countries, which conditions are professionalism, competence, cosmopolitanism as the ability to adapt international achievements on a local basis, the use of external specialists, international master's internships (Global MPA) and, of course, an effective education aimed

at to solving practical problems, cultivating a spirit of leadership and a culture of shared values.

Koreans are collectivists, any demonstration is also a manifestation of the spirit of solidarity and collective pastime. Officials and scholars maintain professional ties through the Korean Association for Public Administration (KAPA), the largest network of over 2,000 individual members and 46 member organizations, which has been "contributing to Korea's administration" for 60 years through workshops, conferences, supporting students, dissertations of novice researchers, providing international contacts, issuing the Bulletin «Forum of Public Administration in Korea», manuals, developing and implementing new ideas [2]. The Open-Smart Education Center integrates knowledge and best practices in three presentation systems (Global-MOOC, K-MOOC, Internal – MOOC), appealing to the personal interest of the authors of educational resources in high-quality professional self-realization and a high public rating.

The Korean Institute of Public Administration (KIPA), engaged in the formation of a personnel reserve for public and municipal services, the search for talented youth, is focused on developing continuing education programs for civil servants, divided by career level, and modern technologies of an informal approach to assessing their professional level. Successful passing of exams and tests, which are developed by the Government for public servants allows officials to advance in the service (the results are recorded in a private matter), whereas for applicants and civilians it allows to enter the civil service. The civil servant assessment system involves the division by ciphers (A, B, C, D), which is an additional reason for applicants to get advanced training, since it determines the rating of the best civil servants.

KIPA pays particular attention to protecting and promoting the values of two levels:

- *Public values* include dignified behavior of an official, responsible attitude to service and study (even the minister takes exams all day), resistance to corruption risks, and zealous promotion throughout the whole life to three higher ranks (out of 9).
- *Global values* include expanded thinking, the art of presentation at the international level, the use of foreign creative experience.

“Leadership” course is designed for public servant middle and senior managers. The complex of examination measures includes not only tests, but also the implementation of a practical task using a simulator, role-playing games. KIPA, as a research institute, compiles analytical reports, references, and develops recommendations by order of the Government. The Institute is open for joint international research in the fields of public service, law, the integration of power and society, and the evaluation of civil servants [8].

The National Human Resources Development Institute (NHI), with branches in 60 municipalities, positions itself as «the cradle of civil servants capable of paving the way for a new era for the Republic of Korea» and sees its mission in «training civil servants to bring about change and innovation effects». NHI realizes its mission through the activities of three centers: the Leadership Center (training high-caliber officials for the government), the Value Center (developing officials with the confidence of the people), the Global Center (supporting globally competitive leaders, developing programs for foreign employees, the use of global innovation in public administration and human resource development). At the same time, values are the end-to-end line of all programs, up to the highest level of civil service (1–3 grades) [5].

The Public Service Values, the first module in the training of senior officials, is designed to help political leaders be active in interpreting, developing and promoting the values of public service that they will learn in the course of their service. Intensive training is provided through the study of the Constitution, educational texts related to civil service, history, and traditional ideology. According to Ermakov K., teachers focus on understanding the specifics of the nation through the prism of the world of political philosophy, the basic law of the country, the ideology of Dasan [3]. Expert lectures are combined with case studies, group discussions, presentations, field trips.

Features of Public Service Values Programs:

- assistance to students in obtaining obvious prospects for public service, in government;
- providing self-reflection about one’s own career;
- encouraging students to build action plans.

Acting as a hub for the development of human resources, the NHI provides support for government civil servants throughout their lives, offering, for example, in 2017 446 programs (for more than 160,000 civil servants), as well as counseling services. Most of the programs are presented in remote form. Thanks to the all-in-one Government e-learning platform provides an individualized approach to learning state and municipal employees using new technologies (social learning, training inverted). The five priority focuses of NHI activities include: leadership, culture, talent, technology, communications. The sphere of culture (organizational culture) defines the boundaries of organizational behavior, equips the official with a sense of order, continuity. Organizational culture is understood as a key factor that determines how to achieve your goals. Other focuses of NHI as a strategic partner of the government administration are focused on leadership in the development of human resources and the implementation of innovative changes in the government [3].

Orientation to creativity does not rest on the laurels of the professorship: if you invented something, share with your comrades because the result of creativity is the introduction of an idea. And this shows the tradition of collectivism, which Koreans value very much.

Sustainable development of Korea was presented at the Korea International Cooperation Agency (KOICA) with the following formula: Knowledge + Openness + Innovation + Understanding + Reliability. KOICA presents its assistance to 56 countries with “grains” thrown into the soil and sprouting. Training in the framework of various programs involves feedback, which is basically post-program support. After 3–6 months, program organizers are waiting for reports on the results of implementation. Once every 3 years, best practices are selected. Institutions on a competitive basis fight for the right to implement KOICA programs by concluding contracts for 5 years. Grant support, international internships are also planned, which, as noted above, are an integral part of global values and mean of professional elevator in South Korea [7].

It is not accepted to compare people’s achievements in Korea, there is no parental meeting even in elementary school, to write

off exams is a shame, information about grades at all levels of continuing education is confidential, while the value of knowledge and the success of a person with knowledge is an expression of a generally accepted standard, the most ancient Confucian traditions, priority of the modern Korean, and the strategic development policy of the Republic of Korea in the 21st century. So, the past and the present meet. Traditional values and creative innovations are equal factors in long-term development.

Traditional values as a meso-factor of personality socialization and global values as socialization macro-factors, multiplied by the traditions of upbringing in a small group, which are family, work collective (socialization micro-factors), form a special unique sociocultural environment for the reproduction and development of human capital (a special natural resource) in South Korea. Unexperienced by the chauvinism of the “big nation”, the South Koreans were able to escape the equally dangerous cult of nationalism of the “small nation” by relying on a balance of values.

Conclusion

This research examined norms, values and aspects of Korean culture which are reflected in the Korean system of education. Despite the differences in the traditional didactic systems of West and East, of individual national educational systems, the influence of Chinese and Japanese culture on Korean culture was proved. And here are the main cultural features of Korean culture: hard working, respect of ancestors and strict hierarchical system. There is always a huge distance between the teacher and the student. The professor is always right and his or her words are not criticized. Also, Korean government structures provide significant support to their students through diverse school and university programs. All in all, the South Korean education system has proved itself to be very efficient, although there are some serious controversies when it comes to strictness and righteousness of the rules inside schools and universities.

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Обучение прагматической компетентности учащихся английского и испанского языков с помощью современных технологий

Аннотация: данная статья посвящена рассмотрению прагматической компетентности и ее роли в овладении английским и испанским языками. Авторы исследуют развитие прагматики и прагматической компетентности в лингвистике; способы обучения прагматической компетентности в классе при обучении английскому и испанскому языкам; роль технологий в развитии прагматической компетентности при обучении испанскому и английскому языкам. Вторая часть статьи посвящена анализу разработанных анкет и опросов. Они показали, насколько учителя осведомлены о прагматической компетентности и ее реализации в классе. Собранные данные помогли хорошо понять реальную ситуацию и послужили основой для разработки материалов, необходимых для развития прагматической компетентности у изучающих английский и испанский языки.

Ключевые слова: прагматика, прагматическая компетентность, импликация, конкурдантность, технологические достижения в образовании.

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Teaching Pragmatic Competence to Learners of English and Spanish with the Help of Modern Technologies

Abstract: this article is aimed at dealing with pragmatic competence and its role in acquisition of English and Spanish languages. Authors explore the development of pragmatics and pragmatic competence in Linguistics; the ways pragmatic competence can be taught in the classroom when teaching English and Spanish; the role of technology in developing pragmatic competence in teaching Spanish and English. The second part of the article deals with the analysis of the developed questionnaires and surveys. They showed to what extent teachers were aware of pragmatic competence and its implementation in the classroom. The collected data helped good understanding of the real situation and served as the basis for designing materials necessary for developing pragmatic competence in learners of English and Spanish.

Keywords: pragmatics, pragmatic competence, implicature, concordancer, technological advances in education.

Introduction

Communication is regarded to be one of the main aims of learning a second language. Nevertheless, even more advanced learners sometimes are caught off guard when they hold discussions in the target language. The reason of that is occurrence of misunderstandings that leads to communication breakdowns. This aspect results in the fact that nowadays acquisition of functional knowledge is perceived to be priority number one.

In light of this, many scientists devote research on the importance of the study of Pragmatic competence and the essence of its implementation into the teaching process. To begin with, Thomas came to the conclusion that pragmatic competence refers to the ability to comprehend and construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs. [13, p. 524]. Moreover, it is worth mentioning that Charles Morris was the first one to introduce the modern definition of pragmatics, [9, p. 172]. Apart from that, some linguists such as K. Bardovi-Harlig [2, p. 19], Hymes [8, p. 263], Dewey, G. Kasper, R.C. Stalnaker, Levinson's [10, p. 134] presented a detailed discussion of the tenets which Pragmatics is hinged on; pointed the importance of learning the hidden "sings" that direct the conversation; and mentioned that according to Pragmatics the transmission of meaning depends not only on structural and linguistic knowledge (e.g., grammar, lexicon, etc.) of the speaker and listener, but also on the context of the utterance, any pre-existing knowledge about those involved, the inferred intent of the speaker, and other factors.

To draw the line of what have been mentioned before we would like to highlight the fact that nowadays in the era of cross-cultural interactions Pragmatics is regarded to be a milestone in the acquisition of foreign languages. Thus, the development of the pragmatic competence (the ability to understand another speaker's intended meaning) can play students into hands as they become more aware of the cues transmitted through the communications with the representatives of other cultures. Along with that, learners hone their ability to maintain the conversation avoiding breakdowns and misunderstanding to perfection.

In this article we will speak not just how Pragmatics can enhance the studying process and assist learners but also how technological advances can be applied to the education. Beyond that point, we will show that the acquisition of English and Spanish at the same time can flow smoothly if Pragmatics is drawn.

It stands to reason that nowadays English is playing the role of the global lingua franca with the help of which people interact

in different settings and on different occasions. Thus, learners are faced with the situation when the skills they have to gain during language acquisition are not limited just to four basic capabilities (Listening, Speaking, Reading, and Writing). Nowadays learners should be taught how to avoid misunderstandings and inaccuracies by choosing the appropriate verbal and nonverbal elements which vary according to the context and to other social factors. In other words, they should be taught pragmatic competence, "the ability to analyze language in a conscious manner" [3, p. 524].

Our article focuses on how pragmatic competence and modern technologies can help learn English and Spanish.

To begin with, we would like to mention **the objectives** that we set in front of us:

1. To trace back the development of Pragmatics and pragmatic competence in Linguistics.
2. To understand how pragmatic competence can be taught in the classroom when teaching English and Spanish.
3. To emphasize the role of technology in developing pragmatic competence in teaching Spanish and English.
4. To conduct questionnaires and surveys to find out to what extent teachers are aware of pragmatic competence and its implementation in the classroom.
5. To draw conclusions on the basis of data collected from questionnaires and surveys.
6. In investigating this topic and carrying out questionnaires and surveys we applied different **methods** that are suited to achieving my objectives. First of all, in the investigation of phenomena in question and literature searches we applied theoretical method. Apart from that, in the systematization and amendment of dated gathered from questioning and testing we implemented empirical analytical methods.

Purpose of the study is to show the importance of teaching pragmatic competence.

Theoretical background

Pragmatic competence: its characteristics and structure

The term competence is used by many linguists in different contexts to refer to different types of knowledge. However, the term was originally set out in 1965 by the father of linguistics Noam Chomsky who suggested utilizing the term “competence” to characterize the ability of a person to carry out a task [5, p. 256]. Later, he broadened the meaning of the term. He started speaking about the competence from the linguistic perspective as the ability to be “an ideal speaker-listener” who applies all his knowledge in actual performance. In his book ‘Aspects of the Theory of Syntax’, Noam Chomsky drew the line between competence (the speaker’s or hearer’s knowledge of languages) and performance (the actual use of language in concrete situations) [6, p. 78].

According to Richards Second Language acquisition theory today remains influenced by Chomsky’s view of linguistic competence and universal grammar, as well as Vygotsky’s view scaffolding process which concentrates on the gap between what the learner can do and the next stage in learning which occurs through negotiation. [11, p. 105]

These ideas about language acquisition paved the road for Pragmatics. The first scholar who came up with the definition of this field was an American philosopher and semiotician Charles Morris who asserted that pragmatics is “the discipline that studies the relations of signs to interpreters” [4, p. 135].

After this initial definition, there have been a great number of attempts made by various linguists and researchers (Crystal, 1997; Leech, 1983; Levinson, 1983; Mey, 1993; Verschueren, 1999) who viewed pragmatics from different perspectives and contexts.

We would like to mention some scientists who, in my opinion, gave profound definitions of Pragmatics. For instance, Robert Stalnaker’s stated that pragmatics is “the study of linguistic acts and the contexts in which they are performed” [12, p. 380].

Pragmatics was further defined as “the systematic study of the relations between the linguistic properties of utterances and their properties as social action” [7, p. 138]. According to Ferrara, in order to count utterances as assertions, orders, promises, questions,

or requests, they need to satisfy certain conditions in terms of linguistic features and the contexts in which they are used. This definition acknowledges the importance of social dimensions in discussing communication.

Another point to take into consideration is that Pragmatics was a reaction to structural linguistics as outlined by Ferdinand de Saussure. In many cases, it expanded upon his idea that language has an analyzable structure, composed of parts that can be defined in relation to others. Therefore, areas of pragmatic interests come down to the study of the speaker’s meaning, intentions and beliefs; the study of implicatures, i.e. the things that are communicated even though they are not explicitly expressed; the study of the background of the interlocutors without taking into consideration the phonetic or grammatical form of an utterance.

It’s worth mentioning that the goal of instruction in pragmatics is not to persist on conformity to a particular target-language norm, but rather to facilitate the opportunity to learners to become familiar with the range of pragmatic devices and practices in the target language. With such instruction learners can maintain their own cultural identities and participate more fully in target language communication with more control over both intended force and outcome of their contributions.

Teaching Spanish and English

One can notice that Spanish and English are quite similar in terms of vocabulary and grammar. The reason is that Spanish evolved from its Latin roots due to the Roman occupation of the Iberian Peninsula, with later significant contributions from Greek (pre-Roman Empire), Arabic due to the Moorish conquest of much of the Peninsula from 711 AD until they were finally expelled in 1492. More modern contributions to the language come from French, because France and Spain have always had economic and cultural links, and of course, Napoleon conquered Spain in the early 19th century.

English, on the other hand, has its roots in Anglo-Saxon, an archaic Germanic language. Britain was also conquered by the Romans, but their presence in Britain was not as prolonged as in Spain, and Latin did not survive outside the Church after the occupation ceased. There are many

words in English which have a Latin root, and date from the Romans, but by far, the biggest Romance contribution to English comes from the later Norman conquest of 1066. This introduced vast amounts of French vocabulary, in many cases duplicating existing English words and establishing a class/cultural division in their use. Apart from that, English scholars also sought to add more Latin, French and Greek words to academic circles and “cultured” society in Victorian times.

As a result of these Latin and French influences on both languages, they have many common features. This fact, on the one hand, enables Spanish and English learners to memorize vocabulary units without making an enormous effort; on the other hand, it causes a problem related to the appropriate use of words. For instance, Spanish learners tend to overuse words with Latin roots and that makes them sound far-fetched. Therefore, students commit two types of errors: pragmalinguistic failures and sociopragmatic failure.

The former is often due to either transfer from learners’ first language, where speech-act strategies are inappropriately transferred from L1 to L2, or teacher-induced errors [1, p. 13]. According to Amaya, pragmalinguistic failure takes place when the pragmatic force of a linguistic structure is different from that normally assigned to it by a native speaker.

Sociopragmatic failure, on the other hand, stems from the different intercultural perceptions of what constitutes appropriate linguistic behavior. This type of pragmatic failure is more difficult to correct and overcome by the students since this involves making changes in their own beliefs and value system.

As a result, there is no doubt that teachers should work out special materials that will give students access to linguistic and sociolinguistic skills in English and Spanish which, in turn, will help them to achieve complete and accurate communication. With the help of Pragmatics it will be easy to do as Pragmatics shows the ways we convey the meaning through communication. Moreover, by developing pragmatic competence students will be able to comprehend and construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs.

The role of technology in developing pragmatic competence in teaching Spanish and English

When technology first penetrated our world, the access to it was limited. Nonetheless, its advancement made it possible to use all IT tools on a regular basis. This, in turn, led to the implementation of technology in classrooms so we can assert that nowadays technology and education go hand in hand to enhance the knowledge of the students. Additionally, by incorporating the use of technological programs and tools teachers benefit a lot as it assists them to get the attention of the students during class and become a unified teaching approach.

There are many different ways of how technological advances can be applied to the classroom. To our mind, the most known are:

- the use of the Internet that makes it possible to browse various social platforms that are designed to boost learners confidence in foreign languages by exposing them to ample exercises and activities;
- the access to media news, films, books and websites in foreign languages;
- Internet-based project work;
- emails, letters and comments in different chats;
- online reference tools;
- technology-based courseware.

As in this thesis we speak about learning both English and Spanish simultaneously, I would like to draw your attention to some other forms of technological implementation that, in my opinion, are more effective.

To begin with, recording podcasts in English and Spanish is one of the best ways to learn these languages as it helps learners to compare them.

Another essential thing in learning foreign languages is online reference tools. Online dictionaries can propose a wide range of synonyms and antonyms in both languages and they also include the information on frequency of the usage of words.

Next tools are concordancers and corpuses for language analysis. A concordancer is similar to a search engine in many respects.

Essentially, it is a small program that can examine large quantities of text for patterns and occurrences of particular words or phrases.

Summing up, we would like to assert that the introduction of technologies to the classroom will definitely play a significant role in the language acquisition. Technological devices will help students consolidate and reinforce their knowledge as well as acquire profound understanding of how English and Spanish work.

Methodology

In this article we used qualitative and quantitative research. Quantitative research is represented by surveys and analysis of the data collected. Qualitative research deals with the gathering of in-depth insights on topics that are not well understood. In this vein we scrutinized and analyzed published works by other authors, asked open-ended questions verbally to respondents, hold discussions among a group of people about a topic to gather opinions that can be used for further research.

Results and Discussion

We carried out questionnaires and surveys to find out to what extent teachers are aware of pragmatic competence and its implementation in the classroom. 40 teachers were asked in the bilingual school in Spain where I am teaching questions like: What are teachers' perceptions of Pragmatics and pragmatic competence?; What are the most effective ways to develop pragmatic competence? (We listed various ways of developing pragmatic competence, such as Using supplementary materials, Encouraging in-class interaction and real communication, etc.)

According to the data collected only 8 out of the whole number of participants were aware of pragmatic competence. The rest didn't manage to answer questions and struggled to suggest the most beneficial ways of developing pragmatic competence.

The ones that were familiar with it said that they had never used such knowledge in the classroom. Notwithstanding, they pointed out

the importance of the usage of authentic materials and encouraging students to interact with each other.

Thus, we can proceed with developing materials that will bring about the implementation of pragmatic competence in order to, in prospect, undertake a study among pupils to find out whether these methods are successful or not.

Discussing the outcomes of the article we would like to state that by scrutinizing all existent literature on pragmatic competence (such scientists as Canale (1980), Swain (1981), Bachman (1996), Palmer (1996), Chomsky (1980) and Hymes (1972)), we managed to eliminate drawbacks of teaching pragmatic competence in the English and Spanish classroom. Along with that, we were successful in exploring different methods of collecting data about the awareness of Pragmatics among teachers. This resulted in good understanding of the real situation and this, in turn, paved the way for the development of materials related to teaching English and Spanish with the help of pragmatic competence.

Conclusion

To conclude, we would like to say that modern world demands the appropriate and correct use of English to avoid ambiguity and communication breakdowns. Hence teaching pragmatic competence can play an important role as it is seen as an integral part of learning and teaching a language. The explanation of this statement can be found in the following:

- The nature of Pragmatics is practical in the sense that it lays down standards which are attainable.
- This field of linguistics aims at developing social efficiency in students. In order to fulfill this need Pragmatics orientates toward acquiring the skill of solving present-day problems efficiently and adjusting to the social environment.
- With the help of Pragmatics it is easier to show the connection between language and culture.

Thus, we would like to highlight the notion of Pragmatics as an indispensable element in teaching English and Spanish as languages

have too much in common in terms of vocabulary and grammar. In this case Pragmatics can assist students to foster their language immersion. This, in turn, will ensure their exposure to various language patterns in both languages and it will lead to the ability to speak English and Spanish fluently without committing culture-bound mistakes.

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Использование некоторых возможностей Zoom в онлайн-обучении грамматике английского языка

Аннотация: данная статья посвящена онлайн-приложению Zoom как современной платформе для изучения иностранного языка. Рассматриваются положительные и отрицательные стороны использования Zoom в процессе обучения иностранному языку, освещаются некоторые рекомендации по его использованию. Кроме того, в статье описываются некоторые инструменты онлайн-платформы, применение которых делает онлайн-обучение студентов грамматике английского языка более успешным.

Ключевые слова: приложение Zoom, иностранный язык, онлайн обучение, практическая грамматика английского языка, плюсы и минусы использования Zoom, инструменты и функции Zoom.

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Using Some Zoom Features in Online English Grammar Training

Abstract: the article addresses Zoom, an online application, which is considered to be one of the up-to-date platforms for studying a foreign language. It also deals with advantages and disadvantages of using Zoom in teaching a foreign language. Moreover, some tools of Zoom, which can be used in successful teaching English grammar, are discussed.

Keywords: the application Zoom, a foreign language, online teaching, practical grammar of English, advantages and disadvantages of using Zoom, instruments and functions of Zoom.

В современных условиях информатизации образовательного процесса происходит активное внедрение технологий в образовательный процесс. Согласно ФГОС ВПО (45.03.02 Лингвистика) одной из профессиональных компетенций будущего выпускника является владение навыками работы с компьютером как средством получения, обработки и управления информацией (ОПК-11) [5]. Кроме того, следует отметить, что наряду со студентами преподаватели также повышают профессиональный уровень, осваивая современный инструмент работы онлайн. Информационные технологии могут сыграть роль мотивирующего стимула для поиска и решения познавательных задач [3]. Они выступают средством коммуникации, а также в роли информационного ресурса, предоставляя студентам огромные возможности для развития.

В современном образовательном пространстве онлайн-обучения английскому языку активно используется огромное количество интернет-ресурсов. Среди них можно назвать сервисы для создания упражнений, сайты для создания онлайн-тестов для контроля усвоения материала обучающимися. Также широко используются сервисы с аудио- и видеоресурсами, работающими с речью носителей изучаемого языка.

За последнее время видеоконференции и звонки стали новой реальностью. Компании для обмена файлами, такие как Dropbox, или сервисы для подписания документов электронной подписью, как DocuSign, тоже пользуются огромным спросом. Популярность подобных облачных компаний, очевидно, возрастет по мере того, как весь мир будет переходить к онлайн-коммуникациям. Существуют различные приложения для видеосвязи:

- Skype. Приложение предлагает собственное хранилище данных с сохранением файлов до 30 дней. Плюсом является бесплатный доступ к полному набору инструментов. В конференции могут участвовать до 50 человек. К минусам относятся: отсутствие технической поддержки и необходимость самостоятельной настройки параметров звука и видео.

- FaceTime. К минусам относится ограниченное количество участников конференции – 32 человека.
- WhatsApp. Функции этого приложения стандартные: голосовые звонки, видеосвязь, обмен файлами, групповые аудио- и видеоконференции. Количество человек в конференции также ограничено.
- Talky. Это приложение создано для общения до 15 человек. Talky работает как веб-сервис.

Платформы для видеосвязи сейчас бьют все рекорды по скачиваниям – в марте 2020 года рост клиентской базы популярного сейчас приложения Zoom составил 18%. Каждый день его скачивают около 700 тыс. раз, и он стал одним из самых популярных сервисов для проведения видеоконференций и онлайн-встреч. Сейчас Zoom помогает бизнесу продолжать качественно работать, а школьникам и студентам – учиться. Программа подходит для индивидуальных и групповых занятий, студенты могут заходить как с компьютера, так и с планшета или телефона. К видеоконференции может подключиться любой, имеющий ссылку, или идентификатор конференции. Мероприятие можно запланировать заранее, а также сделать повторяющуюся ссылку, то есть для постоянного урока в определенное время можно сделать одну и ту же ссылку для входа.

Как и любое приложение, Zoom имеет свои плюсы и минусы. Сейчас учебные заведения выбирают Zoom по нескольким причинам:

- 1) платформа работает стабильно, несмотря на большую нагрузку из-за огромного количества пользователей;
- 2) все инструменты в руках у преподавателя. Он может включать и выключать микрофон, а также выключать видео или запрашивать включение видео у всех участников;
- 3) организатор также может оставлять заметки, использовать интерактивные элементы для вовлечения участников;
- 4) *есть возможность делить студентов на пары и группы и распределять их в отдельные «комнаты» – сессионные залы (мини-конференции), где они будут общаться только друг с другом. Также можно перемещать участников из «комнаты» в «комнату».*

- 5) администратор может назначить «помощника»-соадминистратора, у которого, в свою очередь, также будут возможности включать и выключать микрофоны, переименовывать видеочаты, делить их на «комнаты»;
- 6) демонстрацию экрана можно ставить на паузу. Кроме того, можно делиться не всем экраном, а лишь отдельными приложениями, например включать демонстрацию браузера;
- 7) в Zoom встроена интерактивная доска, ее можно показывать всем участникам видеоконференции. Этой функцией активно пользуются учителя во время проведения уроков;
- 8) можно проводить запись видеоконференции и в нужные моменты ставить ее на паузу. Потом это видео можно рассылать коллегам и ученикам, которые опоздали на видеовстречу или не смогли присутствовать;
- 9) в платформе встроена функция размытого фона видео, если вы не хотите, чтобы коллеги видели обстановку вашей комнаты.

Какие минусы можно отметить у Zoom:

- 1) некоторые пользователи называют увеличение популярности сервиса большим минусом, так как это может привести к сбоям в работе;
- 2) сложный интерфейс. Многие преподаватели жалуются, что перед работой с Zoom нужно потратить время на знакомство с приложением;
- 3) хакерские атаки. Злоумышленники используют поддельные домены Zoom для распространения вредоносного ПО и получения доступа к чужим видеоконференциям. Это скорее исключение из правил, а не тенденция, но случаи кражи информации могут участиться из-за активного пользования приложением.

Изучение практической грамматики – один из важнейших аспектов иноязычной подготовки студентов вузов, так как полноценная коммуникация не может происходить при отсутствии устойчивых грамматических навыков [4]. Помимо этого, в современном мире профессиональное образование перешло на систему, состоящую из двух уровней – бакалавриат и магистратура. В этих условиях про-

фессионального образования имеются тенденции к уменьшению объема работы по обучению дисциплинам, не являющимся строго профессиональными, а также к увеличению количества часов, отводимых на самостоятельную работу студентов.

Грамматика, ее практический аспект, безусловно является неотъемлемой частью обучения студентов. Ни для одного профессионального преподавателя иностранного языка не является секретом, что составляющими обучения практической грамматике в целом являются правила, структуры, упражнения и свободная практика. Для того чтобы обучение шло успешно, студенты должны получать доступ к языковому материалу в текстах или аудировании, узнавать грамматические сложности в контексте, понимать форму, значение и случаи употребления грамматического явления. Не менее важным является обеспечение возможности студентов иметь достаточно устной и письменной практики в употреблении в речи изученных структур и явлений в различного вида упражнениях и заданиях. И наконец, следует отметить, что большое внимание необходимо уделять тому, чтобы студенты фиксировали полученные знания и повторяли их, возвращаясь к ним снова и снова.

Итак, как же можно продуктивно использовать некоторые возможности Zoom для обучения студентов грамматике английского языка? Что касается самой методики онлайн-обучения грамматике английского языка, то она остается такой же, как при обучении офлайн. Рассмотрим пример обучения конструкции *used to* с использованием самого базового метода обучения, практикуемого во всем мире, – «презентация – практика» (*presentation then practice*). Другими словами, преподаватель сначала презентует/представляет/объясняет/вводит грамматическую структуру, изучению которой и посвящено занятие, а затем предоставляет студентам возможность попрактиковаться в использовании данной конструкции самостоятельно.

Первая стадия занятия – установка, во-первых, контекста, в котором конструкция *used to* употребляется, а во-вторых, значения этой конструкции. Тут на помощь приходит функция «демонстрация экрана». Здесь необходимо отметить, что эта функция как раз будет играть роль основного инструмента Zoom в ходе занятия.

Данная функция дает преподавателю возможность заранее подготовить все необходимые материалы. Это может быть страница из грамматического учебника для выполнения упражнений, короткий урок из Youtube, а также отрывок из фильма для презентации контекста. Необходимо просто открыть все окна заранее и по мере необходимости, пользуясь функцией «демонстрации экрана», открывать то окно, которое необходимо продемонстрировать студентам на данном этапе занятия. В нашем случае это может быть отрывок из фильма, где показывается жизнь богатого человека: прекрасный особняк, дорогая машина, красивая одежда, шикарные вечеринки (например, фильм «Великий Гэтсби»). Вместо фильма можно просто нарисовать все это, используя панель инструментов «демонстрации экрана», а именно интерактивную доску. Как известно, совершенно не требуется иметь художественное образование, достаточно схематичного изображения объектов. Большое преимущество использования функции рисования состоит в том, что, во-первых, студентам очень нравится личное творчество и творчество преподавателя, а во-вторых, Zoom дает возможность студентам творить вместе с преподавателем. Таким образом, вся группа вовлекается в совместное творчество в самом начале занятия. На этом этапе преподаватель просит студентов рассказать об этом человеке и его жизни, мотивируя студентов использовать и повествовательные предложения, и описательные прилагательные, и глаголы в настоящем времени в третьем лице. Необходимо отметить, что имеющаяся в Zoom функция «чат» существенно облегчает общение преподавателя со студентами или с одним студентом в личной переписке. Наряду с личными и организационными моментами, которые возникают в ходе каждого занятия, чат также можно использовать совместно или вместо доски в «демонстрации экрана» для введения новой лексики, для знакомства студентов с новыми конструкциями, выражениями, идиомами и фразовыми глаголами.

Далее, в контекст вводится другой персонаж, который задает вопросы нашему герою о его прошлой жизни. В случае с рисунком, мы просто дорисовываем нового персонажа – соседа, друга и пр. В случае с отрывком из фильма можно нарисовать его на доске

(инструмент «демонстрации экрана») и прокомментировать его роль в ситуации. Далее, можно показать другой отрывок из фильма, используя все ту же функцию «демонстрации экрана», либо нарисовать жизнь другого уровня, чтобы был виден контраст: скромный домик, скутер, джинсы и майка и т.д. Далее, преподаватель задает вопросы таким образом, чтобы студенты в своих ответах акцентировали разницу между настоящим (шикарная машина) и прошлым (скутер): What's this? – A scooter. – Does he ride a scooter now? – No. – Did he ride it in the past – Yes. – Not now? – No. – Does he ride a scooter now? – No. Таким образом, понимание значения конструкции *used to* приходит раньше, чем введение самой конструкции. Все эти вопросы можно параллельно писать на доске «демонстрации экрана», мотивируя студентов записывать там же ответы. И снова совместная работа всей группы.

Следующая стадия занятия – введение самой конструкции *used to*. Преподаватель сначала просит студентов воспроизвести возможные вопросы второго персонажа к главному герою и его ответы: *I rode a scooter in the past, but not now*. Если студенты затрудняются использовать эту конструкцию, то преподаватель вводит ее сам: *He used to ride a scooter*. Затем следует практика произношения данного предложения (*drilling*) с акцентом на всех сторонах вопроса: правильные формы слов, интонация, произношение. Здесь можно с помощью «демонстрации экрана» дать студентам возможность посмотреть на транскрипцию *used to* с нейтральным редуцированным звуком *schwa* («шва») и слиянием двух согласных звуков на границе двух составляющих конструкции, а также короткий видеотрывок, в котором герои используют эту конструкцию в живой разговорной речи. После этого преподаватель возвращается к рисунку или видео о прошлой жизни героя и мотивирует студентов использовать конструкцию *used to* для ответов на все остальные вопросы второго персонажа о прошлом нашего героя: *He used to live in a small house, He used to wear jeans and a T-shirt*. Здесь преподавателю необходимо записать эти предложения на доске, используя «демонстрацию экрана». Суммируя все предложения, преподаватель с помощью студентов конструирует на доске предложение-образец, в котором используется

данная конструкция. Необходимо выделить ее контрастным цветом, подчеркнуть саму конструкцию внутри предложения, выделить подлежащее, сказуемое (саму конструкцию), составные части изучаемой конструкции. Студенты записывают это предложение-образец в своих тетрадях, которыми они могут пользоваться как подстановочной таблицей (substitution table) для дальнейшего использования в речи. Все это возможно с использованием инструментов доски «демонстрации экрана».

Третья стадия занятия – практика. Здесь, как известно, существуют два основных этапа: контролируемая и свободная практика – controlled practice and freer practice. На этапе контролируемой практики снова на помощь приходит «демонстрация экрана». Преподаватель демонстрирует заранее подготовленные материалы (в открытых окнах): различные виды упражнений на отработку употребления конструкции *used to*, которые можно подобрать в различных грамматических учебниках и открыть их на нужной странице. Уже на этом этапе можно использовать еще одну возможность Zoom – сессионные залы. Это дает возможность преподавателю делить студентов на группы и пары, входить в каждый зал и контролировать работу каждой пары, помогать, подсказывать, направлять. На этапе контролируемой практики студентам может быть предложено выполнить упражнения, например, на заполнение пропусков в парах, а затем объединить пары в группы из четырех человек и дать задание сравнить результаты. После этого студенты выходят из сессионных залов и продолжают групповую работу с обратной связью. Для того чтобы правильно установить обратную связь, необходимо начать с положительного, ободряющего комментария; написать в чате краткое резюме точки зрения на задание; балансировать отрицательные и положительные комментарии; превратить всю критику в положительные предложения; делать общие предложения относительно того, что можно сделать в следующем задании [2].

На этапе свободной практики студентам необходимо предложить такие задания, чтобы использование *used to* было бы естественным образом интегрировано в общение студентов на заданную тему либо чтобы выполнение задания было бы самым тесным

образом связано с использованием в ответах или диалогах изучаемой конструкции. Здесь можно удачно сочетать использование «демонстрации экрана» и «сессионных залов». На пары и группы студентов можно делить не только автоматически, но и вручную. Это значит, что преподаватель сам, как и на занятии офлайн, объединяет студентов в пары и группы по своему усмотрению в соответствии с заданием: сильных и слабых, по интересам и склонностям и даже по характеру и темпераменту. Задание к свободной практике можно дать на доске в «демонстрации экрана» в виде рисунка, таблицы или спайдограммы, которую надо заполнить, опросив членов своей подгруппы или побеседовав с партнером по паре. Одним из вариантов задания может быть видеоролик из Youtube в виде отрывка из фильма или интервью знаменитости, просмотрев который студенты должны ответить на вопросы, составить рассказ о прошлом знаменитости на основе увиденной и услышанной информации в ролике с использованием *used to*.

Нельзя обойти вниманием песню как сильное средство изучения и закрепления грамматики. Исследования показали, что музыка усиливает концентрацию студентов, улучшает память, создает чувство единения с группой, в которой обучается студент, мотивирует обучение, расслабляет напряженных или уставших, вносит радостное настроение, помогает усваивать материал [1]. Существует большое количество сайтов с обучающими песнями. Там можно подобрать песню по уровню студентов, скачать при необходимости текст и проделать разработанные к этой песне упражнения, интегрировать эту работу в нужную часть занятия, используя «демонстрацию экрана». И конечно, нельзя забывать об использовании игр на занятии как свободную практику и средство закрепления изученной конструкции. Правила игры можно записать на доске в «демонстрации экрана», чтобы все могли их видеть, а играть уже всей группой, либо разделить студентов на группы или пары с помощью «сессионных залов», дать отдельные задания каждой из них, потом выйти из залов и устроить круглый стол или провести ролевою игру.

Еще одним интересным и, как показала практика, полезным преимуществом платформы Zoom является функция «Опрос».

По прошествии месяца обучения в Zoom, студентам был предложен опрос, в котором содержались несколько вопросов о процессе обучения, о качестве онлайн-уроков, о степени усвоения материала, об удовлетворенности изучением темы и о том, насколько интересными были задания. Большинство респондентов отметили, что абсолютно удовлетворены изучением темы, что пройденный материал усвоился хорошо, а в некоторых случаях даже лучше, чем в аудитории. Студенты также отмечали, что онлайн-занятия в Zoom помогли лучше разобраться в материале и что задания и вообще материалы уроков были достаточно интересными и полезными. Результаты опроса показали, что использование возможностей Zoom для изучения иностранного языка помогло лучше усвоить материал, что онлайн-изучение грамматики явилось хорошей возможностью мотивировать студентов на дальнейшее изучение английского языка и дало им возможность попробовать иные способы работы с грамматическими трудностями.

Подводя итоги, можно с уверенностью сказать, что внедрение информационных технологий в обучение иностранному языку в целом и использование возможностей Zoom в частности на занятиях по обучению грамматике английского языка положительно влияет на процесс обучения, мотивирует студентов и облегчает усвоение грамматических трудностей. Современное образование невозможно представить без применения различных способов и методов обучения, в том числе обучения онлайн, которое помогает существенно разнообразить занятия, поднять их на более высокий технический уровень и, отвечая современным требованиям к уроку онлайн, способствовать успешному овладению новой информацией, получению знаний и профессиональному развитию будущих выпускников вузов.

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Просодическое оформление речи учителя на уроках английского языка

Аннотация: статья посвящена просодическим особенностям речи учителя на уроках английского языка, которые проявляются в зависимости от конкретных учебных задач педагога; в статье также представлены результаты фонетического анализа речи педагогов – носителей языка и выявлены некоторые закономерности в использовании просодических стратегий воздействия на основе данного анализа.

Ключевые слова: учитель, урок английского языка, лингвистические средства, просодия, интонация, темп, тембр, громкость, паузация, просодический контраст, ядерный тон, пословное акцентирование, послоговое акцентирование, рекуррентность интонационных структур, паралингвистические средства, жестикация.

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Prosodic Design of the Teacher's Speech in English Lessons

Abstract: the article is dedicated to the prosodic features of a teacher's speech at the English lessons, which are manifested depending upon the specific teaching objectives; the results of the phonetic analysis are also presented in the article and several prosodic patterns are established based on this analysis.

Keywords: teacher, English lesson, linguistic means, prosody, intonation, tempo, timbre, loudness, pausation, prosodic contrast, nuclear tone, word emphasis, syllabic emphasis, recurrence of intonation structures, paralinguistic means, gesticulation.

I. Фонетические особенности речи учителей английского языка

В своей статье мне хотелось бы рассказать о таком важном аспекте педагогической деятельности, как речь учителя, а именно особенности ее просодического оформления в контексте урока английского языка.

Важно отметить, что профессия учителя входит в число профессий с повышенной речевой ответственностью, что подразумевает наличие у педагога высокого уровня коммуникативной компетенции и владение словом как инструментом убеждения и воздействия.

Как известно, основной целью профессиональной деятельности учителя является обеспечение учащихся знаниями в определенной предметной области. Исходя из этого, многие современные ученые-лингвисты в качестве главной цели академической речи видят именно «передачу информации» (Е.Л. Фрейдина, М.Ю. Сейранян и др.). Соответственно, структурное и просодическое оформление данного типа речи, а также манера ее пред-

ставления должны способствовать наиболее полному восприятию передаваемой информации, что достигается с помощью различных лингвистических (интонация, тембр, темп, громкость, особенности произнесения звуков и пр.) и паралингвистических средств (энергичный, уверенный или расслабленный голос, «улыбка в голосе», «смех в голосе», придыхательный голос). Все они обусловлены конкретными дидактическими задачами, возникающими у педагога в ходе процесса обучения. В качестве примеров таких задач могут выступать создание установки на восприятие материала, формулирование наводящих вопросов, нахождение консенсуса в ходе учебных дискуссий.

Стоит подчеркнуть, что учебный диалог относят к устным формам общения, следовательно, фонетическая составляющая играет особую роль в речи учителя. Ясность, выразительность и эмоциональность речи педагога обеспечивается за счет манипулирования различными фонетическими характеристиками. Таким образом, *просодия*, включающая в себя всевозможные характеристики человеческого голоса, рассматривается как средство реализации дидактических стратегий в педагогическом взаимодействии. Также она показывает характер взаимоотношений участников педагогического общения. Следовательно, использование ресурсов просодии – одно из важнейших умений педагога, особенно в контексте урока английского языка, где язык выступает основным средством влияния на аудиторию.

Далее мы подробно остановимся на просодических особенностях, свойственных речи учителя на уроках английского языка.

Для начала стоит отметить, что одним из сильнейших средств воздействия на аудиторию является *интонация*. Основное требование к интонационному оформлению речи педагога заключается в использовании разнообразных просодических средств и их соответствии задачам обучения, таким образом соблюдается их уместность и целесообразность.

Также необходимо подчеркнуть, что многие лингвисты, занимающиеся вопросами академического красноречия, среди наиболее часто встречающихся особенностей речи педагога, направленных на коммуникативное воздействие, выделяют следующие:

- 1) равномерное деление речевого потока на межпаузальные группы короткой и средней длительности;
- 2) преобладание умеренного темпа, способствующего лучшему восприятию информации учащимися (Е.Л. Фрейдина, М.Ю. Кушнир).

Следующей важной просодической характеристикой речи учителя является выделение коммуникативно-значимых отрезков речи среди всего потока, то есть коммуникативно-значимой информации [3, с. 209]. Зачастую для осуществления данного приема педагог использует так называемый *просодический контраст*, а именно внезапное изменение одного или нескольких параметров интонации. К его проявлениям относятся: 1) повышение громкости высказывания; 2) замедление темпа, скорости речи; 3) повышение или понижение тонального уровня (во время презентации материала); 4) расширение тонального диапазона (при передаче новой информации) и т.п. Также, по мнению лингвиста С.А. Брантова, «маркирующим потенциалом обладает использование в финальных и нефинальных интонационных группах высокого нисходящего тона и комбинации нескольких ядерных тонов, а также использование в нефинальных интонационных группах высокого и среднего восходящих тонов» [2, с. 10].

Наивысшей степени маркированности информации будет способствовать просодический прием *пословного акцентирования*. Данный прием в высокой степени присущ речи учителя. Его систематическое использование придает звучащей речи назидательность, что является характерным признаком речевого поведения учителя (О.А. Мейер, Е.Л. Фрейдина, М.Ю. Кушнир и др.). Пословное акцентирование может рассматриваться как техника воздействия, например, в ситуации, когда учитель просит учеников выполнить какое-либо задание, так и техника убеждения, если педагогу необходимо донести учащимся какую-либо важную мысль касательно предмета урока. Также лингвисты различают прием *послогового акцентирования*. Его часто применяют на начальной ступени обучения во время введения нового материала. Однако данный прием может использоваться на любой ступени обучения и при этом обеспечивать не только усвоение, но и закрепление информации. То же справедливо и для приема пословного акцентирования.

Следует упомянуть еще об одной просодической технике педагогического воздействия – *маркированное расположение ядерного тона*. Цитируя М.Я. Блоха и Е.Л. Фрейдину: «Перенос фразового ударения с конечно-фокусной в маркированную позицию относится к числу наиболее распространенных интонационных техник. В результате... в фокусной позиции оказываются наиболее значимые в информационном отношении элементы диктемы» [1, с. 183]. Данный прием часто задействуют при акцентировании внимания на новой информации, если она оглашается вместе с уже известной, или при исправлении ответа учащегося.

К другим не менее частотным техникам воздействия на учащихся относятся:

- 1) повторение значимой информации, или рекуррентность интонационных структур (особенно часто при иллюстрации нового материала);
- 2) «эхо-конструкции» (часто в виде эхо-вопросов, побуждающих учащихся усомниться в своем высказывании, таким образом убеждая их в обратном, например, Student: He wrote that book in 1830. – Teacher: *Did he?*);
- 3) эмфатические паузы различной длительности.

Все перечисленные приемы дидактических стратегий убеждения и воздействия направлены на активное восприятие информации учащимися. Их просодическая оформленность варьируется в зависимости от обучающих задач учителя, однако все они маркированно выделены в речи педагога. Наиболее часто вышеупомянутые техники служат для выделения новой или просто важной информации, выявления и усвоения актуальных точек зрения по поднятой теме.

II. Реализация просодических стратегий в речи педагогов – носителей языка

Для более наглядной иллюстрации выше упомянутых просодических приемов я подобрала и проанализировала два фрагмента занятий по английскому языку учителей – носителей языка с точки зрения их фонетической составляющей.

Очевидно, что наиболее явно просодические стратегии выражены в речи преподавателей – носителей языка, так как в процессе говорения им не приходится дополнительно задумываться о содержании высказывания, как это делают неносители. Более того, носители в большей степени понимают ценность каждого отдельного просодического приема в контексте их родного языка.

Важно отметить, что первый фрагмент взят из урока, проведенного носителем из Великобритании и представленного на Интернет-ресурсе Youtube для онлайн-обучения, тогда как второй является частью занятия, проведенного педагогом из Америки в учебном заведении при непосредственном присутствии учебной аудитории. Данные видеоролики были отобраны намеренно, чтобы выявить стратегии использования определенных просодических стратегий в речи учителей – носителей языка из Великобритании и Америки, а также определить влияет ли способ подачи информации (онлайн или оффлайн) на просодическое оформление речи педагога в контексте упомянутых стратегий.

Первый анализируемый фрагмент был взят из архива школы английского языка «ААА» («Английский от АнгличАн2»), находящейся в Московской области. Фрагмент представляет собой запись небольшого видео-урока по теме Past Tenses (Past Simple, Past Continuous, Past Perfect) для учащихся с уровнем владения английским языком не ниже В1+. В качестве учителя выступает носитель языка из Англии.

Следует подчеркнуть, что речь педагога в данном видео особенно четкая и разборчивая. По ее просодической оформленности можно сразу заключить, что носитель имеет большой опыт преподавания и ответственно относится к поддержанию собственного педагогического имиджа.

С самого первого высказывания он обращает на себя внимание, интонационно маркируя слова в нефинальных позициях: *I ↑so often get told that 'Oh, in English you have ↑so many past tenses and I ↑never know which one to use. It can be ↑so confusing* (Accidental Rise). Данный прием используется для воздействия на слуховое восприятие учащихся и их вовлечения в тему занятия. Следующий прием также включает интонационную шкалу с нежиданным

подъемом (*I am going to tell you about ↑three past tenses*), однако в данном случае его главная цель заключается уже в информировании учащихся о количестве прошедших времен, рассматриваемых в ролике. Далее носитель перечисляет данные времена с высоким нисходящим ядерным тоном, еще раз делая особый акцент на том, что все они прошедшие, таким образом убеждая в этом и учащихся: *The \Past Simple, the \Past Continuous, the \Past Perfect*.

При объяснении времени *Past Simple* фразовое ударение переносится с конечно-фокусной в маркированную позицию: *... \is very simple. You need to know ↑one form and it will do for ↑any person*. Таким образом, наиболее значимые элементы высказывания оказываются под ударением, способствуя более полному усвоению грамматического явления. Следует отметить, что ученые-лингвисты М.Я. Блох и Е.Л. Фрейдина выделяли данную технику как одну из наиболее часто используемых в педагогическом общении. Стоит упомянуть, что при перечислении форм прошедшего времени глагола *to sing* носитель также использует восходящую интонационную шкалу, затем трансформируя ее в нисходящую: *↑I sang. You sang. We sang. \They sang. He sang*. Данный просодический прием убеждает учащихся в ранее высказанной гипотезе и побуждает их запомнить все упомянутые формы.

Важно подчеркнуть, что носитель использует идентичную технику воздействия, объясняя *Past Continuous*: *...you simply need the ↑-ing form of the verb*. Также применяется нисходящая ступенчатая шкала (*And be\fore it we 'use the 'Past 'Simple of the 'verb 'to \be*) для более прочного усвоения грамматического правила.

Аналогичная просодическая модель с неожиданным подъемом реализуется и при объяснении времени *Past Perfect*: *...you need to know the 'Past ↑Participle or sometimes called the ↑third form of the verb and the Past Simple of the verb \ 'to have*. Затем учитель переходит на низкую ровную шкалу при оглашении форм глагола *to have* в различных лицах: *→ I had. You had. We had*. Такой просодический контраст воздействует на слуховое восприятие учащихся, побуждая их обратить внимание на называемые формы и запомнить их.

Составляя таблицу с примерами, носитель также не отходит от привычных ему техник воздействия, маркируя наиболее значимые слова высоким ядерным тоном и увеличивая паузы в середине высказывания: *This is me Today or \Now | talking about what happened \Yesterday. And from the point of view of \Yesterday – the Be\fore Yesterday.* Стоит отметить, что при оглашении конкретных примеров предложений учитель значительно замедляет темп речи и выделяет финальную интонационную группу с помощью высокого нисходящего тона: *The sun was \shining. The wind was \blowing.* Таким образом лучше усваивается форма смыслового глагола в прошедшем продолженном времени. Последующие предложения в *Past Perfect* также подчеркивают необходимую форму глагола для данного времени: *We \had \made some sandwiches. My brother \had \made a cake.* При сравнении данного времени с *Past Simple*, то есть при их дифференциации, носитель также задействует неожиданный подъем в интонации, акцентируя внимание учащихся на форме смыслового глагола, в частности с помощью высокого нисходящего ядерного тона: *During the day certain things \happened. A dog \eat my sandwich. Lightning \struck. Thunder \rolled.*

Отличительной чертой данного видеофрагмента занятия является большое количество пауз, необходимых для усвоения информации зрителями. Так как у педагога нет прямого контакта с аудиторией, он специально максимально увеличивает паузы, предоставляя возможность любому учащемуся, просматривающему ролик, принять и понять новый материал.

Таким образом, учитель из анализируемого фрагмента часто применяет скандентную шкалу, способствующую выделению коммуникативно-значимых отрезков речи. В речи педагога происходит постоянная смена речевых регистров, которая воздействует на слуховое восприятие учащихся и помогает им запомнить материал. Для этой же цели коммуникативно важные единицы всегда маркируются высоким ядерным тоном, то есть превалирующим фонетическим средством воздействия является просодический контраст. Просодическое оформление речи носителя отличается периодичностью и длительностью пауз: они характеризуются большой продолжительностью и частотностью применения. Такая

стратегия обеспечивает понимание и принятие транслируемой информации любой учебной аудиторией.

Примечательно, что данный урок был записан без участия учебной аудитории, однако при этом так же изобилует различными просодическими приемами воздействия, как и ниже представленный фрагмент занятия, проведенный с непосредственным участием студентов.

Второй видеофрагмент, использованный нами для иллюстрации просодических особенностей стратегий педагогического воздействия, был взят из урока английского языка в школе иностранных языков *My English School*. Занятие проводил учитель – носитель языка из Америки для учащихся с уровнем языковой подготовки *A2* (согласно общеевропейской системе уровней владения иностранным языком). Тема урока – «Части тела» (*Parts of the body*).

С самого начала фрагмента преподаватель обращает на себя внимание за счет использования различных просодических средств воздействия, в частности эмфатические паузы и выделение отдельных слов с помощью высокого нисходящего тона в нефинальных (*Let me I say from the \top anything that you might have forgotten* – *Accidental Rise*) и финальных позициях (*Nobody thought of a \face... You all've got a \neck*). В первом случае данный прием наравне с жестикуляцией используется для акцентирования внимания учащихся на том, в каком порядке будут представляться лексические единицы, во втором – учитель отмечает то слово по теме, которое учащиеся забыли упомянуть во время предшествующего опроса, тем самым воздействуя на их восприятие и побуждая их запомнить упомянутую лексическую единицу. Также особый интерес представляет фраза *What's this?*, сперва произнесенная с повышением громкости с высоким нисходящим ядерным тоном (*What's \this?* – *High Fall*), а затем с понижением тонального уровня, чтобы сфокусировать внимание учащихся на заданном вопросе.

Нельзя не упомянуть рекуррентность интонационных структур, которую преподаватель использует в целях усвоения учащимися грамматической конструкции *You've got (a part of the body)* (→*You've got \hair.* →*You've got a \head*), а также пройденной

лексики по теме (*\Cheeks you've got. \Ears you've got. \Nose you've got...* – здесь также задействован такой просодический прием, как расположение ядерного тона в маркированной позиции, а с точки зрения синтаксиса в высказываниях присутствует инверсия). Тот же прием дублирования интонации используется в целях ускорения запоминания слов *Gums* и *Shoulder blade*, которые произносятся по несколько раз подряд с низким нисходящим и средним нисходящим тоном соответственно, воздействуя на слуховое восприятие и ускоряя запоминание учащихся.

Еще один прием педагогического воздействия, а именно прием пословного акцентирования (с произвольным изменением тембра голоса), применяется преподавателем при перечислении лексических единиц (*\Face. \Forehead. \Eyebrows. \Eyelashes. \Eyelids. – High Fall*) и сопровождается иллюстрацией соответствующих частей тела, что мгновенно воздействует на слуховое и зрительное восприятие учащихся, обеспечивая запоминание данных слов.

Следует также отметить, что при постановке учебной задачи перед началом игры *Simon says* учитель задействует ступенчатую интонационную шкалу с восходящим тоном, акцентируя внимание на каждом важном слове правила игры (*If ↗ Simon 'doesn't tell you to 'do it \don't 'do it!*), таким образом, дети лучше усваивают данное правило и в дальнейшем четко следуют ему.

В ходе самой игры педагог заметно ускоряет темп речи и повышает громкость финального слова в каждом предложении (*Bend your elbows. Touch your back. Touch your waist. Touch your knees*), воздействуя на вовлеченность детей в данную деятельность, побуждая быстро реагировать на названные команды и поддерживая интерес учащихся.

Важно подчеркнуть, что в данном примере учитель-носитель языка за довольно короткий промежуток времени использует различные педагогические стратегии: множество раз выделяет те или иные отрезки речи с помощью приемов просодического контраста, талантливо манипулирует своим голосом, периодически изменяя высоту тона, использует разнообразные интонационные структуры, тем самым оказывая педагогическое воздействие на учебную аудиторию.

III. Повышение эффективности обучения английскому языку с помощью просодических приемов в речи учителя

Представленное выше исследование речи учителей-носителей английского языка позволило вывести некоторые закономерности использования тех или иных просодических средств при оформлении речи учителя на уроках данного иностранного языка.

1. Учитель презентует новые единицы обучения, выделяя в своей речи наиболее значимые лексические единицы (например, незнакомые слова или наиболее значимые слова для понимания грамматических правил) и воздействуя на восприятие учащихся с помощью:
 - а) произнесения слова с повышенной громкостью;
 - б) замедленного произнесения значимого слова;
 - в) понижения либо повышения тонального уровня для достижения просодического контраста;
 - г) комбинации ядерных тонов (высокий, низкий; нисходящий и восходящий);
 - д) расположение ядерного тона в маркированной позиции;
 - е) увеличения паузации в коммуникативно-значимых частях высказывания.
2. Педагог по необходимости *убеждает* в правильности высказанной гипотезы, используя следующие приемы для лучшего восприятия значимых частей высказывания и контроля понимания:
 - а) интонационная шкала с неожиданным подъемом, в частности скандентная;
 - б) чередование нисходящих и восходящих интонационных шкал;
 - в) пословное акцентирование (чаще применяется при перечислении уже пройденных лексических единиц);
 - г) рекуррентность интонационных структур.
3. В процессе закрепления пройденных лексических и грамматических единиц педагог прибегает к следующим стратегиям:

- а) произнесение значимой единицы речи с помощью высокого нисходящего тона в финальной либо нефинальной (маркированной) позициях (создает акцент на коммуникативно-значимом элементе высказывания);
- б) комбинация ядерных тонов;
- в) увеличение продолжительности пауз в особо информативных отрезках речи.

Как можно заметить, одни и те же просодические средства выступают на разных этапах работы над материалом и при разных способах подачи информации. Однако данное явление вполне закономерно, так как многие средства обладают большим суггестивным потенциалом (то есть потенциалом влияния) на учебную аудиторию и могут быть использованы в различных учебных ситуациях.

В заключение важно отметить, что речь учителя английского языка изобилует множеством просодических приемов и стратегий воздействия, которые применяются в соответствии с конкретной учебной задачей и коммуникативной стратегией педагога. При этом активное использование ресурсов просодии учителями на уроках иностранного языка обеспечивает лучшее восприятие материала учащимися, придает четкость установкам учителя и способствует выделению и закреплению важной информации, таким образом определяя эффективность взаимодействия учителя и учащихся.

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Об инновационных технологиях обучения языку

Аннотация: возможность повсеместного доступа к высокоразвитому скоростному Интернету помогает создавать новую виртуальную образовательную среду, когда люди могут учиться, даже находясь за тысячи километров от преподавателя. Поэтому в современных образовательных программах, особенно для взрослых обучающихся, делается возрастающий акцент на осуществление педагогической деятельности с использованием различных инновационных технологий, в том числе игровых, дистанционных и электронного обучения.

Ключевые слова: информационные технологии, виртуальная образовательная среда, инновационные игры, мобильное и электронное обучение.

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About Innovation Technologies of Language Teaching

Abstract: the possibility of universal access to a highly developed high-speed Internet helps create a new virtual educational environment, where people can learn being even thousands of kilometers from the teacher. Therefore, in modern educational programs, especially for adult learners, there is an increasing emphasis on the implementation of pedagogical activity using various innovative technologies, including gaming, mobile learning and e-learning.

Keywords: information technologies, virtual educational environment, innovative games, mobile and e-learning.

Под влиянием интенсивного развития информационных и коммуникационных технологий, оказывающих активное воздействие на процесс обучения и воспитания, в образовании находят все более активное применение новые разработки на основе компьютеров и телекоммуникаций, программных аппаратных средств, мобильных телефонов и систем обработки данных. Появляются обучающие технологические платформы, использующие искусственный интеллект: машинное обучение, продвинутые системы перевода, чат-платформы, приложения для запоминания иностранных слов, роботы. Массовое распространение получили мобильные приложения и компьютерные игры, используемые не только молодежью, но и людьми старшего возраста. В связи с быстрой сменой видов деятельности от современного человека требуется постоянная готовность к повышению уровня образования, умение принимать самостоятельные решения, понимать смысл всего происходящего, осознавать собственные

возможности и способы их реализации. Возможность повсеместного доступа к высокоразвитому скоростному Интернету помогает создавать новую виртуальную образовательную среду, в которой люди могут учиться даже тогда, когда находятся за тысячи километров от преподавателя. Создаются новые средства обучения и хранения знаний, электронные библиотеки и архивы, глобальные и локальные образовательные сети и информационно-справочные системы. Современное мобильное устройство может вмещать большое количество книг и других учебных материалов, оно не тяжеловесно, без труда переносится и все время находится под рукой, повышая мотивацию к обучению в течение всей жизни: life long learning. Поэтому в современных образовательных программах, особенно для взрослых обучающихся, делается возрастающий акцент на осуществление педагогической деятельности с использованием различных инновационных технологий, в том числе дистанционных технологий и электронного обучения. Уже существуют технологии, которые могут позволить осуществлять обучение по запросу (on-demand teaching) в любое удобное студенту время, любой продолжительности и сложности. Электронные устройства стали неотъемлемой частью жизни людей, что позволяет все большему числу сотрудников иметь частичную занятость, либо работать вне офиса при условии обладания так называемой цифровой и/или технологической грамотностью. Изменяя схему передачи знаний и методы обучения, инновационные технологии превращают образование в высокотехнологическую сферу.

Обучение взрослых имеет ряд *преимуществ*: им свойственны включенность в общественную жизнь, более высокий уровень зрелости и уверенность в себе, ответственность за достижение успеха. Взрослые обучающиеся обладают богатым жизненным опытом, которым они насыщают учебную атмосферу класса, когда высказывают свое мнение. Взрослых обучающихся могут в меньшей степени заботить дипломы и сертификаты, ими движет внутренняя мотивация, для них важно интеллектуальное удовольствие, которое дает изучение языка. Они активны на занятиях, реже пропускают, всегда выполняют домашние задания. Они стремятся

к дружеским отношениям с другими обучающимися как в классе, так и вне его. Их заинтересованность в изучении языка отражается и в том уважении, которое они проявляют как к преподавателям, так и к другим обучающимся.

Обращение к технологиям в обучении взрослых дает следующие *стимулы* для повышения мотивации:

- введение развлекательного элемента, игровой составляющей через визуализацию, компьютерное моделирование, что улучшает восприятие;
- привнесение эстетической составляющей и создание благоприятного культурного фона, повышение привлекательности;
- создание ощущения нахождения на переднем краю современных достижений (*cutting edge*) для повышения личной вовлеченности;
- создание эффекта опережающей интересной практики, а не скучной теории.

Модернизация языковой подготовки взрослых может выражаться, среди прочего, в том, что, опираясь на общечеловеческий интерес к играм и стремление к новым формам деятельностного самовыражения и к расширению коммуникации, будет полезно применять *современные игровые технологии* для эффективизации обучения и повышения заинтересованности обучаемых, интенсификации их мыслительной деятельности. Геймификация вида деятельности может включать борьбу за набор очков, введение соревновательного элемента и/или игровых правил, достижение уровней, получение наград. Включение этих компонентов, дающих удовольствие, заинтересовывает к более активному и целенаправленному участию в уроке. Применяемые в языковом образовании игровые приемы должны быть четко направлены на педагогические цели, а психологическая подготовка участников ориентирована на содержание обучающей игры. Правильно выстроенная атмосфера игры облегчает взаимопонимание между поколениями, а также между обучаемыми и преподавателем, который выступает как корректор, модератор, консультант. В процессе игры может применяться и групповая, и индивидуальная работа. Игро-

вые технологии позволяют совершенствоваться как вербальное, так и невербальное общение, формировать актуальные деловые навыки и психологию лидера, разумно раскрепощать в условиях умело созданной коммуникативной среды.

Инновационные игры зачастую проходят в пространстве компьютерных программ, будучи направлены на получение качественно иного знания с использованием новейших информационных технологий. Они призваны открывать обучающимся интеллектуальные горизонты образования и самообразования посредством устройств и инструментов, которые они прежде знали только как развлекательные [2]. Технологии, давшие импульс для создания нового поколения прикладных программ на основе представления информации и передачи знаний с использованием сети Интернет, направленные на изменение преподавания и обучения, позволяют отойти от традиционных уроков, где преподаватель просто дает информацию аудитории.

Смешанное обучение (*Blended learning*), основанное на совмещении достоинств как традиционного, очного, так и дистанционного обучения, нацелено на усиление и расширение обучающей среды посредством использования ресурсов со всего мира через инструменты, используемые взрослыми в повседневной жизни. Специализированное программное обеспечение позволяет выполнять задания в режиме онлайн, участвовать в форумах и конференциях, вести коллективную работу в сети, осуществлять оценивание и обсуждение. В зависимости от языковой и технологической подготовленности группы преподаватель может менять порядок и способ подачи материала [3].

В свете инновационных тенденций в качестве дополнения можно применять обучающие методы и материалы, подразумевающие использование мобильных телефонов или портативных компьютерных устройств, – *m-learning*, или *mobile learning*. Значительную популярность с 2007 года постепенно завоевало портативное устройство для чтения электронных книг и документов: *e-reader*. Сама концепция мобильного обучения зародилась еще в 70-е годы, когда компании, например *Linguaphone*, стали выпускать записи уроков иностранного языка, которые можно

было прослушивать там, где удобно обучающимся. Современная интерпретация термина основана на мобильных технологиях коммуникации и созвучна идее обучения с использованием компьютеров и других электронных устройств: *e-learning*. Проблемы мобильного обучения для некоторых взрослых обучающихся могут представлять маленький размер экрана, ограниченность клавиатуры и необходимость постоянной работы кистями рук и пальцами для осуществления навигации, а также высокая стоимость устройств. С другой стороны, учебники, программы оценивания и уведомления становятся доступными с планшетов, нетбуков, ридеров, то есть всегда и везде, где удобно обучающимся, не обязательно в классе. Возможна совместная работа, подсказки, обмен опытом между участниками учебной программы. Преподаватель может дистанционно осуществлять поддержку и обратную связь (*feedback*) [2]. Опытный преподаватель выявляет вербальные и невербальные трудности обучающихся и старается их скорректировать за счет реализации индивидуального подхода.

В еще большей степени инновационные возможности реализуются при создании интернет-платформ для размещения обучающихся/информационных ресурсов и учебных заданий: *VLE (Virtual Learning Environment)*. Одним нажатием кнопки можно получать ответ программы или чат-бота, результат учебного теста. Обратная связь не всегда релевантная, не всегда безупречно решает учебную задачу обучающегося, но со стремительным развитием искусственного интеллекта качество обратной связи улучшается. Система отмечает ошибки и успехи обучающегося, статистически оценивает работы и дает смысловые выводы, предлагает практические задания для отработки навыков, составляет подборки упражнений на грамматику, запоминание слов, произношение и пр. Технологии могут вносить развлекательный элемент в процесс обучения, однако при условии четкой формулировки целей преподаватель достигает реальной эффективности обучения.

Настоящей революцией в модернизации образования, в частности, для взрослых стало создание университетами бесплатных

массовых онлайн-курсов обучения – *MOOCs*, или *Moocs (massive open online courses)*, которыми пользуются миллионы человек [4]. Технологии позволяют без потери в качестве взаимодействовать с огромным количеством обучающихся одновременно. Активное участие в открытых онлайн курсах, например, *FutureLearn* и *Coursera*, позволяет расширить базу знаний, поддерживать языковое общение. Курсы доступны всем пользователям Интернета, независимо от образовательного, социального или культурного уровня, будучи основаны на возможности глобального электронного общения, взаимооценивания, комментариев. Прослушав краткие инструктивные видео, участники выполняют задания на проверку понимания; ведущие осуществляют обратную связь и общий мониторинг через инструменты обсуждения, что позволяет вводить в обучение элементы социальности. В отсутствие традиционного, линейного, личностного подхода к обучению можно выбирать материалы из предлагаемых лекций и дополнительных ресурсов: блоги, твиты, дискуссионные форумы, которые создают позитивную учебную атмосферу.

Создание университетских онлайн-курсов органично вписывается в концепцию *SOLE (self organised learning environment)* – самостоятельные занятия с использованием подключенного к Интернету компьютера, что созвучно идее автономного обучения [1]. Автономия, понимаемая как способность брать на себя ответственность за свое обучение, позволяет активно работать в классе и вне его на основе самостоятельного использования ресурсов и стратегического осмысления материала [4, с. 76–79]. Автономные обучающиеся играют активную роль в процессе своего обучения, принимают самостоятельные решения, осмысливают и оценивают свое обучение. На основе применения технологий в обучении взрослых иностранному языку развиваются навыки творчества, общительности, критического мышления, сотрудничества, цифровой грамотности, совершенствуется умение учиться. Автономные взрослые обучающиеся отличаются настойчивостью, инициативностью, находчивостью, уверенностью, умением поддержать других обучающихся, готовностью к самооценке.

Цена технологий зачастую намного ниже, чем плата за традиционные занятия. Это, по сути, плата за Интернет. Иногда обучающимся предлагается посмотреть рекламу или сделать репост в соцсети или заплатить символическую абонентскую плату. Важным преимуществом технологий является отсутствие субъективизма в оценивании, в отличие от традиционного преподавателя, который способен иметь предубеждения и стереотипы, личную неприязнь или симпатию, может страдать от профессионального выгорания, усталости, бытовых проблем.

Еще одним преимуществом новейших технологий на основе искусственного интеллекта является способность к быстрому самообучению. Программы обновляются по мере появления новых трендов, методик, требований к обратной связи и оценивания обучающихся, возникновения новой лексики.

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Использование коллаборативного письма для развития навыков письма на уроках английского языка (средняя школа)

Аннотация: в статье рассматривается вопрос использования коллаборативного письма для формирования письменных навыков и повышения уровня автономности учеников на уроках английского языка в средней школе, представлены виды деятельности в рамках коллаборативного письма, преимущества и недостатки работы с веб-инструментами коллаборативного письма, а также влияние данного вида деятельности на развитие коммуникативных письменных навыков в свете требований Федерального государственного образовательного стандарта к уровню развития письменной речи учащихся среднего звена.

Кроме того, даны практические рекомендации по использованию коллаборативного письма на уроках английского языка.

Ключевые слова: коллаборативное письмо, письменные иноязычные компетенции, развитие иноязычной письменной речи, ИКТ, средняя школа.

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The Use of collaborative Writing Tasks to Form Writing Skills in English Language Learning Lessons (Secondary School)

Abstract: the article discusses the use of collaborative writing to form writing skills and increase the level of autonomy of ESL learners in terms of the secondary school, it presents a range of collaborative writing activities, advantages and disadvantages of using web tools for forming writing skills collaboratively,

as well as the impact of this type of activity on the development of writing skills for communication in the light of the requirements of the Federal state educational standard for the level of development of written speech of English language learners. In addition, there are given practical recommendations on the use of collaborative writing in English teaching lessons.

Keywords: collaborative writing, communicative competence, development of ESL writing skills, ICT, secondary school.

В последние годы информационные и коммуникационные технологии трансформировали письменное общение в нашу ежедневную практику. В рамках образовательного процесса, осуществляемого посредством ИКТ, рассматриваются различные виды деятельности, в которых развитие письменных навыков становится все более важным элементом при изучении иностранного языка. Особенно актуальны умения работать над текстом, редактировать и перерабатывать его совместно, в рамках групповой, коллаборативной работы.

Согласно Федеральному государственному образовательному стандарту основного общего образования (ФГОС ООО) главной целью обучения иностранному языку является формирование и совершенствование у учеников иноязычной коммуникативной компетенции, а именно способности и готовности школьников осуществлять межкультурное общение с носителями иностранного языка [1]. Развитие письменной речи является неотъемлемой частью межкультурного общения. В связи с этим раздел «Письмо» был включен в обязательную часть общего государственного экзамена в школе (ОГЭ).

Для обозначения умений необходимых школьником общего образовательного звена для формирования навыков письма необходимо рассмотреть ряд понятий, определяющих вопрос обучения письменным навыкам, а именно «письмо», «письменная речь», «коммуникативная письменная речь».

В методике обучения иностранным языкам *письмо* рассматривается как способ общения. Н.Д. Гальскова определяет *письмо* как «продуктивную аналитико-синтетическую деятельность, связанную с порождением и фиксацией письменного текста» [2]. Подобные определения дают и другие исследовате-

ли – Г.В. Рогова, Е.Н. Соловова, И.Н. Верещагина, которые характеризуют письмо, как результат умения фиксировать речь в письменной форме [3].

В свою очередь письменная речь – это процесс выражения мысли в графической форме (Рогова Г.В., 1991). Т.В. Медведева рассматривает письменную речь как «процесс общения». Н.И. Гез определяет письменную речь как «специфический вид речевой деятельности». Е.И. Пассов (1999) полагает, что письменная речь фиксирует не только устную речь, но и имеет свои особенности, которые осложнены рядом специфических форм общения, как то, например, пишущий не видит реакции от другого человека [4].

Письмо и письменная речь как вид и продукт речевой деятельности направлены на выражение мыслей на письме и предполагают усвоение навыков каллиграфии, орфографии и пунктуации, лексических и грамматических конструкций. В свою очередь, *коммуникативная письменная речь* предполагает развитие речевого общения в письменной форме с использованием указанных навыков.

В соответствии со стандартом выпускник 9 класса общеобразовательного учреждения должен овладеть следующими умениями в письменной речи:

- делать выписки из текста;
- писать короткие поздравления с днем рождения и другими праздниками, выражать пожелания;
- заполнять формуляр (указывать имя, фамилию, пол, возраст, гражданство, адрес);
- писать личное письмо (расспрашивать адресата о его жизни, делах, сообщать то же самое о себе, выражать благодарность, извинения, просьбу), используя материал тем, усвоенных в устной речи, употребляя формулы речевого этикета, принятые в стране изучаемого языка [1].

А также овладеть следующими языковыми навыками:

- умение правильно оперировать в речи лексическими единицами, устойчивыми оборотами, идиомами, многозначными словами, синонимами и антонимами и др.;

- умение правильно оперировать в речи грамматическими явлениями;
- умение применять должным образом знаки препинания в тексте, а также писать текст орфографически правильно;
- умение разделять текст на смысловые абзацы, правильно построить структуру выбранного письменного высказывания, будь то письмо или сочинение;
- умение следовать выбранному стилю высказывания, применяя при этом выразительные стилистические средства;
- умение принимать участие в межкультурном взаимодействии, владея знаниями о культурах родного и изучаемого языков, проводить анализ сходств и различий этих культур, применять знания о произведениях художественной литературы, использовать правила речевого этикета;
- умение перефразировать свое высказывание, применять более простые средства для передачи сложной идеи [1].

В традиционном понимании и подходе проблемы и сложности обучения письменной речи осложняются необходимостью формирования у учащихся навыков, обеспечивающих построение как внутреннего высказывания, так и владение графико-орфографической системой языка. Процесс обучения письменной речи является длительным, поэтому чаще всего не может быть полностью охвачен в рамках учебного времени. Немаловажным фактором являются условия, в которых происходит процесс овладения письменной речью, а именно, невозможность опускать некоторые детали высказывания, интонировать свою речь, использовать дополнительные способы невербальной коммуникации (мимика, жесты и др.) или получать реакцию собеседника. В отличие от устного высказывания, письменная речь, чтобы выполнять свою коммуникативную функцию, требует полного и развернутого изложения, правильного орфографического и синтаксического оформления, выбора соответствующих языковых средств и многое др.

Альтернативой традиционным методам формирования навыков коммуникативной письменной речи у школьников является использование метода коллаборативного письма. Некоторые зарубежные исследователи полагают, что такие схожие понятия

как «коллаборативный» и «совместный» являются синонимами, в то время как другие настаивают на том, что они не тождественны. Брюффе К. рассматривает совместное обучение, как подкатегорию коллаборативного. В отечественной практике данные термины не являются полностью взаимозаменяемыми, поскольку не каждая совместная работа учащихся является коллаборативной (Гаврилова Т.В., 2017).

Вопросы использования коллаборативного, или совместно, письма (Collaborative writing) на уроках английского языка, как иностранного стали привлекать внимание исследователей относительно недавно. Впервые он был рассмотрен в исследовании Аллена Н. и др. (1987), который охарактеризовал его как «вид письменного задания при изучении иностранного языка, в котором учащиеся (2 и более человек) посредством разделения обязанностей и обсуждения основных идей текста со сверстниками, совместно производят общий письменный документ».

Метод коллаборативного обучения отличается от классической методики обучения иностранному языку и основан на идеях социо-конструктивистской теории, творческой и технологической грамотности, где знание – является продуктом взаимодействия группы людей и индивид может приобрести данное знание только присоединившись к обществу знаний [5]. С точки зрения социального конструктивизма обучение происходит по мере того, как учащиеся совершенствуют свои знания и навыки посредством взаимодействия со сверстниками, которое, в свою очередь, контролируется и структурируется учителем. Роль преподавателя как носителя знания меняется на преподавателя-помощника, который контролирует процесс обучения. Не менее важным аспектом данного подхода является формирование индивидуальной траектории языкового развития учащегося, а также расширение его учебной автономии [6, с. 726–729].

Важным элементом коллаборативного обучения, и коллаборативного письма в частности, является то, что учащиеся учатся критически оценивать себя и свою работу. Коллаборативные инструменты позволяют осуществлять эту рефлексию совместно со сверстниками [7, с. 77].

Эркенс Г. и др. (2005) предполагают, что основное преимущество коллаборативного письма, по сравнению с индивидуальным, является возможность получать и предлагать безотлагательную обратную связь благодаря своему «аргументативному» характеру [8]. В этой связи Стеин Л. и др. (1997) подчеркивают, что аргументативный характер коллаборативной письменной деятельности способствует процессу обучения английскому языку, поскольку члены группы рассматривают друг друга как источники знаний, совместно обсуждают цели, планы, концепции; выражают свои сомнения или несогласие [9].

Шарплс М. и др. (1993) выделяют четыре вида задач в процессе коллаборативного письма, а именно:

- задачи по организации, распределению и координации выполнения работы;
- задачи по управлению группой (определение ролей, распределение ролей и др.);
- задачи, связанные с видами коммуникации между членами группы;
- задачи, связанные с аспектами и форматами представления итогового документа [10].

Коллаборативное письмо на уроках английского языка охватывает широкий круг видов деятельности, в которых учащиеся могут:

- совместно аккумулируя знания, создавать письменный текст (проектная деятельность);
- сотрудничать, внося вклад в различные разделы проекта (формирование коммуникативной компетенции);
- конструктивно корректировать и комментировать текст, написанный их одноклассниками, с целью улучшения его качества:
 - а) учащиеся должны прокомментировать работу своих коллег, высказывая конструктивную критику и предложения (peer-comment activities);
 - б) учащиеся должны давать объективную оценку работы одноклассников (peer-assessment activities); вероятнее всего на начальных этапах школьники средней школы могут от-

рицательно отнестись к факту, что их работа будет оценена сверстниками ввиду их избыточной эмоциональности, однако подобные страхи и предубеждения уйдут, как только они приобретут больше практики в данном виде деятельности.

Исследователи Бариле А. и Дурсо Ф. (2002) определяют коллаборативное письмо, как «зависящую от коммуникации» деятельность, в которой скоординированность действий и общение являются основополагающими элементами для эффективного выполнения письменного задания [11]. Они также указывают на необходимость предоставления рабочим группам наиболее подходящих инструментов для выработки эффективных стилей общения, среди которых использование сетевых ресурсов является идеальным механизмом для совершенствования методов коммуникации.

Сегодня новая технологическая парадигма позволила распространить различные технологии, способствующие коллаборативной работе. Обмен сообщениями стал возможен благодаря таким сетевым инструментам, как: форумы, социальные сети, сетевые мессенджеры (WhatsApp, Telegram, Skype, Viber и др.), блоги, YouTube, Вики-сервисы и многие другие.

Подобные веб-инструменты создают эффективную практическую педагогическую среду для координации и обсуждения учащимися содержания и структуры текста, способствуют развитию коммуникативных навыков, критической, творческой и технологической грамотности, а также мотивации и социализации учеников [12, p. 72–81].

Специальные платформы позволяют школьникам удаленно создавать и редактировать совместный письменный текст на английском языке, а учителю возможность видеть и оценивать вклад каждого участника, наблюдать и комментировать их работу. Использование сетевых ресурсов способствует развитию метапредметных компетенций в обучении иностранным языкам, а именно формированию и развитию компетентности в области использования информационно-коммуникационных технологий; развитию мотивации к овладению культурой активного пользования

словарями и другими поисковыми системами; а также умению организовывать учебное сотрудничество и совместную деятельность с учителем и сверстниками; работать индивидуально и в группе: находить общее решение и разрешать конфликты на основе согласования позиций и учета интересов; формулировать, аргументировать и отстаивать свое мнение [1, с.7].

Наиболее распространенными веб-инструментами для использования коллаборативного письма на уроках английского языка являются следующие:

1) Google Docs

Преимущества: бесплатное; поле для обсуждения (chat box); функция сохранения последних редакций; сохранение переписок участников группы; работает без интернета в течении нескольких минут; включает ссылки на ряд дополнительных материалов (тезаурус или словарь) разрешения для документов: «Поделится с конкретными людьми»; доступ ко всем функциям из Google Docs.

Недостатки: необходим аккаунт Google: настройки разрешения могут быть изменены владельцем (воздействие на конфиденциальность и / или ограничение совместного вклада); функция удаление из Google Docs.

2) PrimaryPad

Преимущества: есть бесплатная версия; не требует регистрации и пароля; применимо для любых; нет рекламы; безопасно (только люди с уникальным URL могут участвовать в дискуссии); простое в использование; для любых уровней владения языком; возможность переписки, просмотра учителем истории создания текста.

Недостатки: бесплатная версия имеет много ограничений; требует покупки расширенной версии; менее функционален, чем Google Docs; участники выделены только цветом.

3) Titanpad

Преимущества: не требует регистрации, пароля; много инструментов из Word, можно работать с планшета или телефона без потери функциональности.

Недостатки: максимальное число людей, редактирующих текст; можно создать только текст, нельзя – таблицы, диаграммы; любой ученик может удалить любую часть работы.

4) EtherPad

Преимущества: бесплатное; не требует регистрации (присваивает каждому ученику свой цвет для редактирования); анонимность; не защищен паролем; любой, у кого есть ссылка, получает доступ к редактированию; поле для обсуждения (chat box); сохранение переписок участников группы; функция сохранения последних редакций; простое в использовании.

Недостатки: сложно понять вклад каждого отдельного ученика, до тех пор, пока они все не зарегистрируются; нет истории страниц.

5) Блог (Instagram)

Преимущества: бесплатное; мотивация учащихся (пишут о том, что им интересно).

Недостатки: основаны на тексте, созданном одним автором, который может получать комментарии и предложения от других пользователей.

Использование техники коллаборативного письма для совершенствования навыков письма учащихся средней школы, в том числе с применением возможностей ИКТ, способствует формированию компетенций, необходимых для выполнения письменной части ОГЭ, а именно: решение коммуникативной задачи, организация текста (логичность высказываний), лексико-грамматическое оформление текста, орфография и пунктуация.

Однако, существуют и ряд дискуссионных вопросов в отношении применения Web 2.0 инструментов коллаборативного письма в преподавании английского языка на практике. Исследование Витней Д., Смолбона Т. (2011) показало, что абсолютное большинство учащихся предпочитают живые встречи (face-to-face) для участия в групповых заданиях и дискуссиях [13]. Кроут и др. (2002) утверждают, что такие сетевые коммуникации являются менее социальными, где с большей вероятностью могут возникнуть недопонимания среди участников группы [14].

Для успешной интеграции метода коллаборативного письма на уроках английского языка в средней школе важно учитывать следующие рекомендации:

1) взаимодействие одноклассников не происходит спонтанно, поэтому письменное коллаборативное задание должно

быть составлено так, чтобы побудить учащихся к совместной дискуссии/деятельности с четко определенными ролями и ответственностью каждого отдельного ученика;

- 2) задание должно быть основано не только на совместной групповой деятельности, а также включать различные индивидуальные и коллективные упражнения;
- 3) выбор задания по степени сложности немного превышающем уровень подготовки наиболее успешных учеников в каждой отдельной группе. Здесь применима теория проксимального развития Выготского, где наименее успевающие ученики команды могут воспользоваться возможностью взаимодействия с наиболее успешными одноклассниками для решения общей задачи. В то же время степень сложности задания должна удовлетворять потребностям и соответствовать уровню владения английским языком более успевающих учеников, которые бы также испытывали некоторые сложности от индивидуального выполнения задания и предпочли бы обсудить свои идеи совместно со сверстниками;
- 4) использование Web 2.0 инструментов позволяет сократить время обучения письменным навыкам в классе, увеличить вовлеченность школьников к изучению английского языка вне школы, мотивируют современных школьников к изучению иностранных языков, а также способствует развитию автономности учеников от учителя;
- 5) при использовании сетевых инструментов, вероятнее всего, будет необходимо сначала ознакомить учеников с основными техническими функциями программы;
- 6) выполнение коллаборативных письменных заданий предполагает предварительное совместное обсуждение в классе;
- 7) необходимо заранее определить оптимальное число человек в группе: большое количество людей в группе может негативно отразиться на коммуникации учащихся;
- 8) письменное коллаборативное задание должно предполагать выработку новых знаний у учащихся, а не простого составления краткого или фактологического отчета.

Вариантами коллаборативных письменных заданий, способствующих обучению навыкам письма на среднем этапе обучения могут быть следующие:

- 1) Учитель пишет слова, ученики должны придумать максимальное число синонимов/антонимов и проч.;
- 2) ученики пишут рецензию на книгу/фильм, придумывают историю;
- 3) Мозговой штурм участников группы: что они знают по указанной теме;
- 4) игра «снежный ком»: один ученик пишет первое предложение, остальные продолжают историю;
- 5) в конце каждого Урока (Units), учащиеся пишут, что они изучили;
- 6) учитель создает дискуссионную ситуацию, в которой ученики поставлены перед необходимостью нравственного выбора между несколькими возможностями (они используют функции чата для обсуждения их мыслей и поиска консенсуса).

По мере выполнения подобных коллаборативных письменных заданий учащиеся учатся писать тексты различного уровня сложности, обращать внимание на правильное использование пунктуации и орфографии, оперировать лексическими единицами, делить текст на смысловые части, следовать заданному стилистическому жанру текста, перефразировать, применяя более простые способы выражения мысли вместо сложных конструкций, взаимодействовать с одноклассниками.

Выводы

Изложенное позволяет сделать обобщенный вывод о том, что коллаборативное письмо как особая деятельность в рамках обучения английскому языку становится все более актуальной и практически значимой.

В контексте современного образовательного процесса использование коллаборативного письма позволяет в полной мере реализовать требования ФГОС по формированию иноязычных коммуникативных письменных навыков учащихся средней шко-

лы в рамках предмета «Иностранный язык». Имеющиеся веб-инструменты коллаборативного письма создают эффективную практическую педагогическую среду для координации и обсуждения учащимися содержания и структуры текста, позволяют расширить образовательное пространство в рамках внеурочной коллаборативной деятельности, автономность учащихся, сформировать навыки самоконтроля и конструктивной критики, способствовать развитию коммуникативных навыков, критической, творческой и технологической грамотности, а также мотивации и социализации учеников.

Коллаборативное письмо на средней ступени обучения учащихся побуждает осуществлять информационную переработку иноязычных текстов, раскрывая значения новых слов, определяя грамматическую и лексическую формы; пользоваться словарями и справочниками, в том числе электронными; участвовать в проектной деятельности, требующей использования иноязычных источников информации. Оно также выступает в качестве помощника в усвоении устной речи и чтения, и закреплении нового материала на письме.

Возможности коллаборативного письма позволяют говорить о необходимости развития методики работы над формированием коммуникативных навыков письменной речи.

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Методическая организация групповой работы на уроках ESL в онлайн-формате

Аннотация: В статье исследуются методологические особенности проведения уроков ESL наряду с рассмотрением специфики обучения в режиме онлайн. Авторы дают теоретические описания различных инструментов проектирования урока в онлайн-формате, а также практические рекомендации по его организации.

Ключевые слова: онлайн-обучение ФЛ, учебно-методические средства, групповая работа, Организация учебного процесса, методические рекомендации.

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Methodological Organization of Group Work at ESL Lessons in an Online Format

Abstract: The article explores the methodological peculiarities of conducting ESL lessons alongside the consideration of the specific features of teaching online. The authors provide theoretical descriptions of different tools for the designing of a lesson in an online format as well as practical recommendations on its organization.

Keywords: online FL teaching and learning, teaching and learning tools, group work, organization of learning process, methodological recommendations.

Introduction

The very concept of teaching via online platforms is widely introduced and promoted by the many of ELT community representatives. Teaching one-on-one though, being more thoroughly observed in these terms, is more or less comprehensible, which is hard to say about conducting group lessons online. However, the correct organization of such type of learning represents challenges when attempted to be applied. This article aims at showing the practical way of approaching online group lessons via the prolific look at the issues that might arise during such practice, possible solutions for them as well as the thorough analysis of the plan of the group lesson having been conducted by the author of the article via the 2 Learning Management Systems Zoom and Google Classroom. Some points for consideration of those teaching through video conferences both one-on-one and in online groups have been well investigated by Olga Kozar [2] and a lot more ELT methodologists and experienced teachers. Despite all the undeniable prospects of such way of teaching little has been still said about the anticipated problems that may arise during its implementation and even less about the possible solutions of those. Can it actually be so that an online platform is so seamless teaching-wise that there is nothing more left than to admire its perfection? The principal findings of the conducted analysis have made an attempt to answer this question as well as provide a thorough look into the benefits of and ideas lying behind teaching groups online, the possible problems and solutions to them, that is to be based on the literature review.

1. What to bear in mind before starting to teach groups online

1.1. The benefits of teaching groups online

An undeniable fact is that the ground for comparison between group lessons and individual ones as well as between online and offline lessons has always been multifaceted and mostly represented by

interaction patterns and classroom management. Benefits, in turn, can be viewed from the teacher's perspective, the students' one, connected with both the methodological effectiveness of the learning process and the organizational one.

How do students benefit?

- They get to communicate with peers in L2 more. For the most part, the establishment and maintenance of communication with people of similar age is easier and thus the students' exposure to both listening to and using the target language in speech soars.
- More interaction patterns are available for the students to get involved in. Contrary to the one-on-one lessons' providing a student with the opportunity to share their ideas and converse with the teacher only, group lessons offer work in pairs, groups and having whole-class discussions.
- One more a significantly beneficial peculiarity of online group lessons is that they offer students the ability to practice their language with native speakers without leaving their room.

How do teachers benefit?

- It is much easier to take over the **TTT**¹ at online group lessons than at the face-to-face one's by making recordings of the lessons and tracking the activity of your microphone and the students' ones. A clear idea of how much time the teacher talks during the lesson makes it a lot easier to reduce it where reasonably possible and provide the students with more L2 practice.
- Various opportunities to observe without interrupting students. Online classrooms, just like the real ones, where teachers edge through the students observing them during group-/pair-work, allow to hear everyone be creating session halls for the students to have their own discussions and visiting these halls for making observations. This helps to organize **DEC**² and discuss the most commonly made mistakes with the whole group or through peer assessment.

Methodological advantages

The variety of a lesson filling and its dynamism [1]. The ways of work to be included in online group lessons are debates, discussions, both

¹ Teacher Talking Time.

² Delayed Error Correction.

joint and independent project work (the facilitation of which is fostered by the Internet), sharing ideas, etc. Even drilling can be made a lot more fun in a group if the students change intonations/create mini-dialogues with substitution drills³.

- Team-building and positive rapport. It is extremely important for the students to obtain the team spirit as well as be confident in their teacher. Teaching online gives ways to include problem-solving activities in your lessons, e.g. asking the group to think of some more ways to use a fork apart from eating and share their ideas with partners/the group. Such activities lead to the students' coming up with shared solutions and thus make communication meaningful and effective.

Organization-wise advantages

- The price. Group lessons are cheaper for the students and more efficient for the teacher finance-wise.
- Saving time. Neither the students nor the teacher has to spend time on the road to immerse themselves in the incredible world of an ESL online group lesson.

1.2. The possible issues

When it comes to conducting group lessons via online platforms, the issues may be related to the uneasiness of gathering groups for the lesson in comparison with individual ones as well as some overall peculiarities of such a yet unscrutinized field.

We've covered some of the organization-wise advances of online group lessons, but there are still some challenges to it. The examples include:

- The inconvenience of picking the lesson time suitable for the whole group as everyone has their own schedules. What is more, the time zones of the students and the teacher might differ which complicates the procedure even more.
- The reduction of demand for the group lessons online might as well be caused by the lack of possibility of gathering a group of identical language levels (e.g. – the group of Pre-Intermediate

³ A classroom technique used to practise new language. It involves the teacher first modelling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure [10].

students) as the applicants' ones may be different from one another.

- At times it is also hard to gather a group of learners of a similar age to enhance the chances of the ELT curricular program to be relevant to as many students as possible.
- Classroom management challenges may be represented by the lack of individualization at the lessons, making sure that the teacher's instructions are clear for everyone, praising the students for their good work (individually or as a whole group), students' leadership at the lessons and keeping the balanced ratio between the L1⁴ and the target language.

1.3. The solutions

- Dealing with the first possible issue mentioned above can be fostered by emphasizing the benefits (the prolific learning for much cheaper prices). This may induce would-be learners' prioritizing the ELT lessons in their personal schedules. Highlighting the urgency of gathering a group alongside special offers may come off as well.

In case there is no way of forming a group of a wholly identical level, mixed-ability classes may come to play. What is more, Scott Thornbury (2001) proclaims the overall inappropriateness of level-based division of students [3]

The students' age differences-wise, task adaptations are an effective tool. The examples include giving a bit switched in terms of the content tasks to the students of different ages so that they are more engaged: when discussing the topic of food younger learners may create simple recipes, whereas the older ones can role-play visits to nutritionists.

- The art of managing an online class is an art to strive for reaching mastery in, but no way from the very first lessons should teachers neglect wise distribution and implementation of praise at the lessons (creating leaderboards, attaching stars/stickers to the young learners' nicknames, etc.), asking CCQs⁵ and ICQs⁶, thinking over the instructions to be given at a lesson in advance.

⁴ The students' first language.

⁵ Comprehension/Concept Checking Questions.

⁶ Instruction Checking Questions.

1.4. Resources to conduct lessons online

Resources can be divided into several categories, i.e.:

- 1) the ones where the materials and tasks are posted and graded:
 - *Google classroom* – an indeed handy and user-friendly platform allowing a great deal of classroom essential functions: posting materials and tasks for the students to be able to submit them in the form of the edited initially given to them materials/new jointly edited documents, allows grading, commenting and comprises some more perks.
 - *Moodle* – it's way more power than most ESL teachers need, and is therefore that much more complex. As it's free and open-source, people have done amazing things with Moodle across many industries. The desire to design a complete online learning platform from scratch can be fulfilled with Moodle, but for most teachers it's like trying to slice a tomato with a battle axe.
 - *EF Class* – as opposed to the previously mentioned LMS, this one is extremely easy-to-use. Ready lessons to develop both habits and skills with everything that can be possibly necessary to organize a great lesson: plans, timing, methodological comments for each lesson stage and engaging materials. One more fancy advantage – it is absolutely free of charge.

- 2) Out-of-class communication channels:

Whatsapp – the app facilitates the creation of group chats, where voice messages, videos, pictures and documents of different formats can be shared. From the recent times Google has indexed the tool, making the invite links – including links to private group chats – discoverable and available to anyone who wants to join [4].

Telegram – a cloud-based instant messaging voice over IP⁷ service. Apart from the functions mentioned above, offers the ability to organize group polls, which can be used for multiple purposes in ELT from schedule organization to asking for the students' preferences for the topic of the next lesson.

⁷ Also called **IP telephony**, is a method and group of technologies for the delivery of voice communications and multimedia sessions over Internet Protocol (IP) networks, such as the Internet.

3) Those for establishing and maintaining connection with students during the lessons (audio/video calls). Finding a universally proper program for conversing with students during lessons is essential as in case it does not work seamlessly for the most part, the nucleus of educational process manifested in the lessons themselves is jeopardized. In this regard the following extensively tested and so far having been advanced applications are at work:

- *Zoom* – enterprise video conferencing with real-time messaging and content sharing.[5] The free version allows conferences lasting up to 40 minutes that can be easily restarted if one has a longer lesson duration. Overall the tool has various perks for fostering effective learning (screen viewing, making comments and drawings on screen for all members of the conference to see, group chatting, you name it. The highlight, though, is the function that allows to put students into session halls for organizing pair/group work at the lesson and the teacher’s ability not only to see the outcome of discussions conducted by the students, but track the process by means of attending a session hall of a particular group and note how the things are going there.
- *Google Hangouts* – the program grants up to 25 members per call (30 for G Suite Enterprise users), ability to join meetings from the web or through the Android or iOS app, ability to call into meetings with a dial-in number, integration with *Google Calendar* (a schedule-building app) for one-click meeting calls, screen-sharing to present documents, spreadsheets, or presentations, encrypted calls between all users^[6], real-time, AI-generated closed captioning⁸.
- *Skype* – an objectively coherent finish to any list of group calling apps so far. The app is free, both software and user-friendly, allows screen sharing and making recordings of calls (a great feature for further reflection on the teacher’s reflection and evaluation of the students’ in-class work).

⁸ Subtitling.

4) Apps for scheduling:

- *Google Calendars* – a pretty solid online-organizer that allows the reflection of your schedule on all devices connected with one’s google account and integrates with *Google Handouts*.
- *Calendly* – the app, despite being a payment-based one, enables your invitee to schedule a time with multiple team members at once and you to host multiple invitees at the same event for webinars, trainings and more [7].

5) Other useful sources:

- *Padlet* – an extremely easy-to-use tool that allows to create multifarious interactive ‘boards’ with materials, sketches, pictures, audio and video files etc.

The selection of apps presented above, despite being based on extensive tests of experienced ELT teachers and their recommendations, still offers prolific prospects for exploration and striving to find something that would fit both the groups and the teacher’s needs and meet yet better exceed their expectations.

2. Practical part: The elaborate lesson analysis

The following chapter focuses on the essential parts of an online group lesson that can be conducted using such platforms as *Google Classroom* as the ground for methodological materials and *Zoom* as the tool for communication with students during the lesson. The techniques for conducting each stage have been devised through scrutinizing the recommendations of ELT methodologists and on the base of the article author’s personal experience of conducting group lessons online. The presented ideas will be of relevance for young and junior learners.

2.1. Warm-up

Each warm-up should start with a greeting, which will vary according to the age and level of students. A successfully conducted warm-up can be identified by its:

- Timing (3–6 minutes);
- The involvement of all students;
- The fair distribution of the time for each student’s answer;

- Team-building inclination.

An example of a warm-up for a group of young learners could be asking them to choose one picture out of three with the captions *household chores, everyday life, family*, say 2 true sentences and 1 false one about themselves on the topic and ask their groupmates to guess which one is false. While conducting this activity a point of extreme significance would be to give each student the opportunity to both say facts about themselves and make a guess about someone else, so in case the group consists of more than 10 students, the procedure should be quite high paced.

Some other ideas for online group lesson warm-ups would include such games as *Step Forward, Bingo* and *Name Me Three*.

2.2. Lead-in

Lead-in, being a whole lot more dependable on a lesson topic should nevertheless be conducted in a no less engaging way, as this is the stage where the students can get most eager to dive into the lesson and deal with the tasks effectively and enthusiastically. In order to make this happen we are to integrate students' personal experience into whole class discussions/pair/group work during leads-in. The importance of good timing does not subside as well, so while choosing the interaction pattern for leads-in, we should bear in mind the possible duration of an activity considering all the issues that are possible to arise during it. For an online group lesson lead-in, a universally good lead-in would be organized in the form of a whole-class discussion as it is easily realized and has the potential to sparkle everyone's interest in the lesson topic within the dynamically proper time frames (3–5 minutes).

For instance, a lesson topic for 10–17 year-old students of Pre-Intermediate level might sound similar to "Robots in Household". A possible way of conducting lead-in would be:

- Giving the students the instruction to watch a short video in which a robot is cleaning a room and introduces itself;
- Asking each student whether they would like to have such a help;
- Allowing them to discover the lesson topic by asking one of the following questions:

- *What do you think is our today's topic?*
- *What do you think we are going to talk about today?*
- *Any ideas about our today's lesson topic?*

Whatever a topic is, after lead-in it is crucial to confirm the students' guesses/mildly lead them closer to the correct answer and announce the lesson aims in a clear and appealing way, e.g. "*That's right! Today we will talk about our dream robots and learn how to talk about things we do at home.*"

2.3. Material Presentation

In order to organize an effective online group lesson within the frames of a PPP⁹ lesson the general principles to be followed:

- Using pictures (especially with young learners) for grammar/vocabulary presentation for the sake of their infinite availability on the web as well as the ability to create visual connections with the material being presented
- Synonyms/antonyms use (arrows for depicting connections and oppositions can be drawn in online whiteboard tools (e.g. *padlet*¹⁰)
- Contextualizing new lexical items/grammar constructions through texts, listening passages, videos, comic strips etc.
- Using CCQs. For example, when presenting vocabulary related to feelings and emotions, students can be asked "*What do you feel when you get 5 at school?*" and give each of them the task to use 3 new adjectives to describe their state.
- As we can still see our students via Zoom video connection, we should bear in mind the presence of such tools as gestures, miming and using surrounding objects at our disposal at the presentation stage.

2.4. Practice

The screen viewing option in *Zoom* as well as a range of other online tools (e.g. collaborative editing of documents in *GoogleDocs*, creating boards and uploading textbooks to *Padlet* etc.) presents innumerable opportunities for the organization of effective language practice.

⁹ Presentation, Practice, Production.

¹⁰ <https://padlet.com/>.

For the sake of various interaction patterns realization, be it pair work or group work, students can be put in the *session halls* in Zoom which would allow them to discuss a point while hearing and seeing only each other as well as the teacher to keep track of their work by attending their session hall.

2.5. Production

The description of organizing work made above is relevant to the stages of controlled and semi-controlled practice when working with grammar and vocabulary as well as all the ones related to the development of students' skills (pre-, while- and post-listening/reading/writing stages).

At the stage of production, which is defined as the one being compiled of the tasks in which the learners are required to incorporate the newly studied material into some kind of speaking/writing activity [8]. Here it is essential to mind the following:

- The students should always have an opportunity to express themselves, so we never are to interrupt them as well as spoon-feed them with answers and give hints whenever they utter something/write a sentence;
- Remind the students that the answers they give in Russian simply do not count as in this way they prevent themselves from learning. We should as well give them proper incentives and motivation to speak out in English (the approaches vary according to a learner's individual needs and affections);
- The answers the students give are as well to be extended for an activity that they've done to be able to be called truly productive, so we should encourage them to give details and reasons, which can be done by scaffolding¹¹ and asking them WH-questions¹²;
- Barely can it provide effective ESL learning if we skip the production part as it is what constitutes its essence in terms of interactions in the target language;

¹¹ "As students internalize new procedures and routines, they should take a greater responsibility for controlling the progress of the task such that the amount of interaction may actually increase as the student becomes more competent" (quoted in Foley, 1994) [9].

¹² WH-questions are questions starting with WH-words including: what, when, where, who, whom, which, whose, why and how.

- It would be great to include team-building activities to production tasks as well as to build up an authentic sense of belonging among the learners of a group. For example, if someone says: "*I enjoy reading.*", we can develop the topic and say: "*Cool! Find who else is keen on reading.*".

2.6. Lesson end

Lesson end normally consists of the following parts: cool-down, lesson summary/brief revision that may as well include giving students feedback on their work at the lesson and assigning homework for the following one. All in all, it is not supposed to take more than 10 minutes especially at lessons lasting less than or an hour.

- Cool-Down. This is an activity to pace the students down after active work they have been involved into as well as to get them relaxed. One idea is to practice some stress relieving breathing techniques all together supplied by watching a video providing some information upon the technique beforehand. The stage is as well a good opportunity to conduct DEC for the major and most crucial (not all) students' mistakes.
- Summarizing the lesson. A summary can be represented by asking the students what they feel they've learnt at the lesson and prove it by giving examples of new vocabulary/saying a sentence using a newly covered grammar structure. We can as well suggest them filling in the table with 2 columns being *Now I can/I have a good grip on* and *I think I need more practice* as well as providing them with a list of lesson aims to distribute to the columns. Here is the time to praise the students for their work as well as point out some grounds to work on in the future in a motivating form, e.g. *Next time we'll try to use less Russian and read texts more carefully*. We might also briefly introduce the topic of the next lesson to raise the feeling of anticipation in students by saying something like: *Next time we are going to travel to Australia*.
- Assigning homework is not about simply giving it: as this is also a task, a teacher is to instruct and explain it for the students to be able to complete and submit it on their own. It is also beyond

importance to make sure all the students understand the tasks, that is why this part of a lesson might take up to three minutes.

3. Conclusion and further discussion.

The article has presented insights on the commonly distinguished peculiarities of conducting group lessons online as well as suggested practically applicable ways to perform such lessons. All things considered, one might conclude that in the modern era does online education both present invaluable opportunities to teach in accordance with CLT¹⁵ and present innumerable prospects for the sphere advancements related to the technology-related aspect of education as well as maximizing the effectiveness of applying the first.

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¹⁵ Communicative Language Teaching

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Внедрение интерактивной доски в учебный класс: преимущества и ограничения

Аннотация: целью данного исследования является проанализировать преимущества и недостатки использования интерактивных белых досок в классе. В исследовании рассматриваются следующие вопросы: следует ли считать цифровую белую доску ресурсом, непременно улучшающим и повышающим эффективность изучения английского языка, оснащены ли русские школы интерактивным инструментом и достаточно ли у русских учителей подготовки, чтобы использовать этот цифровой инструмент. Технологии стали одним из самых важных элементов в классах для изучения иностранного языка. В статье рассматривается необходимость использования новых образовательных технологий в учебно-технологической школе в целом, а также использования интерактивных и информационных технологий на уроках иностранного языка, в частности. Акцент сделан на особенности использования интерактивной доски при обучении иностранному языку. Сделан вывод, что использование различных методов реализации интерактивной доски имеет свои преимущества и недостатки для учителей и учеников. Чтобы эффективно применять технологии, учителя должны пройти определенную подготовку, которая часто становится проблемой в российских школах. Мы собираем данные с помощью качественных и количественных методов исследования. Мы используем сравнительный и систематический анализ. Этот цифровой инструмент доказал свою эффективность в западных странах. Мы провели собственное исследование, чтобы выяснить, так ли это в российских школах. Наши результаты показывают, что, хотя большинство русских школ имеют интерактивную доску, большинство учителей русских школ плохо оснащены навыками, необходимыми для использования цифровой доски.

Ключевые слова: преподавание иностранного языка, интерактивные технологии, информационные технологии, интерактивная доска, проектно-ориентированное обучение.

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Implementation of an Interactive Board in the Classroom: Advantages and Limitations

Abstract: the purpose of this study is to estimate the advantages and disadvantages of using the interactive whiteboard in teaching a foreign language. The study investigates whether digital whiteboard can provide the enhancing and effective learning environment in the English classroom, whether Russian schools are equipped with the interactive tool and whether Russian teachers have enough training to be able to use this digital tool. Technologies have become one of the most essential elements in the classrooms. The article considers the need to use new educational technologies in the teaching processing school in general, and using interactive and information technologies in foreign language classes, in particular. The emphasis is made on the features of using the interactive whiteboard in teaching a foreign language. It is concluded that using various methods of implementing interactive whiteboard have advantages along with disadvantages for teachers and learners. To apply the technologies effectively, teachers should do some training which often becomes an issue in Russian schools. We collect data via qualitative and quantitative research methods. We use comparative and systematic analyses. This digital tool has proved to be effective in the Western countries. We conducted our own research to find out if this is the case in Russian schools. Our findings indicate that even though most Russian schools have the interactive whiteboard, most Russian schools teachers are poorly equipped with the skills required to use the digital whiteboard.

Keywords: teaching a foreign language; interactive technologies; information technologies; interactive board; project-oriented learning.

The problem of motivation has always been an important issue for English teachers throughout the history of teaching foreign languages in Russia. Promoting interest in students undoubtedly should be a priority in teaching practice. 'Do not train children to learning by force and harshness, but direct them to it by what amuses their minds' (Plato, Republic III¹⁴).

Effective and inspiring educational environment is a necessary element in promoting language acquisition in students. Such educational environment in modern world implies the presence of technological means in the classroom as well as the teacher who is competent enough to use this means efficiently.

The Ministry of education and science of Russian Federation stated that an ability to apply information technology in educational environment is a core skill for a modern teacher¹⁵. To achieve this goal most effectively a teacher should be able to use various interactive methods of teaching aided by information technology. This way the material is presented for learners in a most appealing and entertaining way. The necessity of employing modern educational technologies and their effectiveness during English lesson is justified by Baranov A.R., Ereemeeva G.P., Ladner R.A.

The main goal in teaching English is to train students is to use the language in a meaningful way. Communicative activities are important for they allow a teacher to make sure every learner is active during the practice. Modern interactive technologies redefine educational system in many ways. Nowadays an extensive use of interactive whiteboard, internet, project work and digital presentations are widespread in English classrooms (Baranov A.R., Ereemeeva G.P., Ladner R.A., 2016).

Interactivity is defined by continuous interaction of the teacher with the learners during the lesson Baranov A.R., Ereemeeva G.P., Ladner R.A. consider that interactivity is closely related and widely

¹⁴ Plato. Book III. Plato Republic. – Indianapolis: Hackett, 2004.

¹⁵ Prikaz Ministerstva obrazovanija I nauki RF 17 dekabja 2010 g. № 1897.

associated with information technologies, which implies employing all the aforementioned digital means in the classroom.

Chilingaryan M.V. looking at different interactive means distinguish computer-assisted projects used in project-oriented learning (Chilingaryan M.V., 2016). Tseeva L.H., Simbuletova R.K. also research project-oriented learning and consider it as a teacher aid for language learning environment (Tseeva L.H., Simbuletova R.K., 2014). These authors claim that there is a positive correlation between learners' motivation, performance and project-oriented learning.

Project-oriented learning includes preparing creative works by students for learning purposes. Chilingaryan M.V. describes such projects as created by learners which technological aids (Chilingaryan M.V., 2016). It is claimed that this type of work requires some research activity from learners, analysis and processing of the information found as well as presenting the results to other learners. The role of the teacher in this process consists of consulting, providing help when necessary, creating the atmosphere.

Another tool of increasing learners' motivation during English lesson is a digital interactive board. Chilingaryan M.V. claims that the advantage of this device is that perception, analysis and conveying information happen much rapidly, due to engaging all of the perception channels (Chilingaryan M.V., 2016).

There are three major perception channels: vision, hearing, and tactile sense. Based on dominating one of these three senses three types of learners are derived into categories: visual, auditory, and tactile. Every person possesses all types of senses but use one sense predominantly as a main channel to process information (Grinder, Bendler, 1995). A teacher has to choose a teaching style according to main type of learners' information processing. Employing an whiteboard gives a teacher more freedom in his teaching practice as this device satisfy all types of sensory processing.

Romanova G.V. distinguishes a number of advantages of interactive board as a means of information technology: intensiveness of learning process, high rate of authenticity, visual aspect (Romanova G.V., 2015ab). whiteboard allows using web-resources for a whole class as well as other multimedia materials to enhance learners' understanding

various concepts and language aspects. It becomes possible due to board's ability to save the data, teacher's comments which allow going back and forth with the presented information. The data may include text, teacher's notes and commentary, pictures, video materials, games, animation, etc. The teacher also has an opportunity to share their materials with colleagues which decreases workload among all the teachers in the school.

During an English lesson an interactive whiteboard might be used for training different language aspects. For instance, as a part of reading and writing practice matching sentences, parts of the text or collocations are used. Communicative exercises might include such practices as information gap in the text, audio material or matching parts of the dialogue. To promote acquiring of target language common tasks are filling the gaps or word grouping. Grammar practice often includes monitoring text for mistakes, working with charts.

Along the advantages of an interactive board there might also be some difficulties. Many teachers need to be trained in order to apply this technology effectively in pedagogical practice. There also might be tech support issues and low quality equipment in general. These issues should be addressed by school administration.

Toktanyazova A. E. claims that close attention should be paid to implementing internet materials during the lesson and as an extracurricular activity as this type of materials provide the learner with an opportunity for autonomous learning and self-education. Communication skills might be developed more easily when a learner chooses his own language source or talk partner.

Chilingaryan M.V. and Romanova G.V. state that one of the most effective way of working with Internet sources is using university-based catalogs developed specifically for different age groups. Such catalogs contain materials excluding materials that might be considered inappropriate or unsuitable for children.

Using internet resources via interactive whiteboard during the lesson is an unconventional and creative method to educate children but at the same time is demanding extra effort from a teacher to lesson planning (Romanova G.V., 2016).

One of the most promising directions of employing interactive board technology using various platforms, catalogs and internet is state exams preparation. Among such resources are sites and courses like {Macmillan and}. These courses allow learners to practice all aspects of language in an interactive way and at the same time practice skills necessary for state exams.

Another useful method of employing interactive whiteboard is Microsoft Power Point presentations which complement more conventional methods of teaching foreign language in class (Zakharova, 2003). Chilingaryan M.V. considers Microsoft Power Point as effective instrument of educational environment allowing learners to present their ideas to others in a creative way. The program facilitates development of digital skills, encourages fragmenting information in meaningful and logical pieces as well as time management skills. Moreover, it creates certain atmosphere where learners take responsibility for the lesson which facilitates independent learning. Presentation for educational purposes should be balanced and do not contain excessive decorations and excessive amount of text, such details might outbalance all the advantages of the technology and lead to cognitive overload which prevents effective information acquisition (Chilingaryan M.V., 2016). Balanced presentation is a valuable tool for teacher to illustrate grammar material with schemes, charts and animation and explain the nuances of many language aspects.

There are noticeable benefits for modern Russian school system nowadays of implementing interactive boards for effective English lessons and technology in general. Reasonable application of interactive white boards might save educators' time and effort, enhance learners' motivation, and overall provide an abundance of practice and exercises. However, we conducted our own survey among English teachers to find out if the Russian schools are equipped enough with the required technological advancements. We interviewed 52 English teachers from 15 different schools in Moscow. The research showed that 45% of respondents claimed that they only have several interactive whiteboards per more than 100 classrooms. 50% said that every classroom in their school is equipped with the digital board. 35% said

that they have the whiteboard, but they do not have enough skills and training to use it. Digital whiteboards are highly used and widespread in the world. However, to use them teachers should be equipped with required knowledge. Russian experience shows that even though most classrooms have it, teachers need to do some training to be able to use the whiteboard effectively, thus to make their classrooms productive and enhancing environment for the students.

To conclude, digital whiteboards have proved to be an effective way of teaching English. They provide enhancing and engaging environment and make the learning process highly productive. However, to apply them the school should be equipped with required advancements. There is a serious issue of poor equipments at schools, especially when it comes to developing countries. Another issue is that in some countries teachers are not provided with the necessary training from their schools. Thus, they are unable to use the digital tools effectively. The lack of training and the poor equipment do not allow many schools use the digital whiteboards. Based on the results of this study, the researcher recommends to investigate how to make training courses more available for the teachers to master their skills to use the digital tools and conduct the study on the whole variety of options provided by the interactive whiteboard in order to figure out which functions and applications are easier to use with this digital whiteboard.

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Использование комиксов в процессе обучения английскому языку

Аннотация: в статье рассматривается потенциал современных комиксов становления подлинным учебным материалом. Авторы исследуют эффективность комиксов в образовании и предлагают основные способы их применения в процессе преподавания английского языка. В тематическом исследовании, рассмотренном в статье, приводятся примеры того, как использовать комикс в качестве источника продуктивного результата и ориентированного на форму обучения.

Ключевые слова: визуальная информация, комикс, методика преподавания иностранных языков, мотивация.

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Using Comics in the Process of English Language Teaching

Abstract: The article deals with the potential of modern comic books to become an authentic language teaching material. The authors examine the effectiveness of comics in education and suggest a framework of their implementation in the process of English language teaching. The case study considered in the article

provides examples of how to use a comic book as comprehensible input, as a source of productive output and form-focused instruction.

Keywords: comics, methods of teaching foreign languages, motivation, visual information.

The information that schoolchildren and students receive today is so vast and sometimes contradictory that even the most successful individual is not always able to grasp new material. And if you add to this a strict time frame, which sometimes limits the freedom of action of teachers, the situation becomes even worse.

Various observations of the teaching process show that the information offered to students should

- be concise;
- contain the most important features of the topic;
- be appealing to students;
- be easy to memorize.

In this situation, it is necessary to create conditions for the development of students' abilities for self-development and motivate them to obtain new knowledge in the structure of a foreign language.

For many, learning another language is challenging, not only because of the large amount of new knowledge. It is complicated by the fact that this information must transfer from short-term memory to long-term. The memory is selective: information that evokes vivid images, information that motivates students to work is best retrieved.

To implement these features, it is necessary to take into account in the process of teaching foreign languages, in particular English, that will facilitate the perception of complex information and help to master the complex material of another language in a format convenient for modern students.

Comics fully correspond to all the above criteria. They include features of art: paintings, caricatures, graphic elements – as well as some genres of literature: a story, short everyday stories, less often novellas and novels. In other words, comics combine the narrative and visual actions expressed in drawings.

The most famous work dedicated to the study of comics as an independent art form was written in the 1990s by contemporary American

artist Scott McCloud. In *Understanding Comics: The Invisible Art*, the author first defines this artistic phenomenon: “[Comics are] juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer” (McCloud, 1993)

The idea of using comics in the learning process is not innovative, but in the modern world, they are seldom used. This may be due to school policy or to teachers themselves: if they are eager or hesitant to use comics in class.

Today, the comic book is one of the most controversial phenomena. Undoubtedly, it affects people's lives; it has become part of the culture of this world. For some people, it is a work of art, but for others, it can be nothing more than children's drawings with a minimum set of useful information. But if the ancient comics (in the form of graffiti) helped historians to study the past, can their modern version be used in education?

The development of the comic book industry has led to an increase in the diversity of their styles and genres, especially over the last ten years. This positive shift in the content of the comics, combined with their attractive visual features, prompts us to rethink this means as a teaching material.

This article suggests several ways and means of using comics in English classes, both at school and university.

Previous researches

In his book, *Every Person a Reader* (1996), Dr Steven Krashen puts forth a solid defence for reading comic books and for including comic books in school libraries. He contends convincingly that free wilful reading is a viable method to encourage reading improvement. He proceeds to refer to a few pieces of research that show that students who read for joy will normally advance in the amount and level of reading that they engage in.

Concerning comic books in particular, Krashen notes that “*middle school boys who did more comic book reading also read more in general, read more books, and reported that they liked reading better than those who did less comic book reading*”.

Dr Krashen further affirms that school libraries must enlarge the assortment of their holdings and increment student access to high enthusiasm reading materials such as comic books and graphic novels.

Following Stephen Krashen, many researchers began to consider comics as a useful tool. Dale Jacobs, in particular, notes that numerous ways of creating meaning usually occur when reading comics to a greater extent than when reading text in the traditional non-comic style (Jacobs, 2007). This is since a reader uses several codes (visual, sound, spatial) to understand the meaning of a text that is embedded in a unique multi-layer format.

Stephen Cary, the author of *Going Graphic: Comics at Work in the Multilingual Classroom*, was one of the first to offer theoretical foundations and practical tips for working with comics in teaching a foreign language (Cary, 2004).

Bonny Norton and Karen Vanderheyden, based on studies of second-language learners in Vancouver Elementary School, described numerous ways of students' interaction with comics. They found that while teachers showed mixed feelings about comics, rejecting pictures and dialogues as "fake reading," second-language learners found the comic book format useful for meaningful reading (Norton & Vanderheyden, p. 203–207).

With the growing interest of teachers, the educational potential of comics has become increasingly interested in government support systems for teaching English as a foreign language (ESL/EFL). Such support varies in volume and depth and occurs at the international, national and regional levels.

The most visible international government resource for ESL/EFL teachers who want to use comics at their lessons is *Educomics Project* (<https://www.educomics.org/>), a collaborative attempt of Greece, Cyprus, Italy, Spain and the UK to promote the use of comics in many areas of education, including the teaching of English.

In the early 2000s. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has also conducted and published research regarding the use of comics in teaching English in non-English speaking countries such as Senegal. Besides, UNESCO endorses the use of comics in language education in its 2005 International Teacher Manual (N'Namdi, 2005, p. 9).

Recently, the study of comics in language teaching is gaining more and more specialization. Thus, articles appear on the use of comics in teaching vocabulary (Başal et al., 2016; Gorjian & Branch, 2016) and reading in a foreign language (Rengur, 2018). However, some researchers have noted that there are currently not enough resources needed for teachers to use comics effectively in English classes (Clark, 2017).

The effectiveness of comics in education

The comics have its undeniable advantages: visibility, creativity and ease of memorization. Most often, comics is used in the study of foreign languages and history. (Makhrakova, 2014)

As the practice shows comics as a methodological aid can implement a number of very important teaching principles: accessibility (educational material can be selected taking into account the level of preparedness of students); visibility and modelling; cognitive motivation; problem-solving; the connection between theory and practice.

There are several ways to use comics in teaching reading skills at English lessons:

- creating comics by students on paper or in online designers;
- study of comics created by professional artists.

In the first case, it is possible to distinguish several mandatory steps:

1. study of a work of art or a small authentic passage (home reading);
2. performance of tasks related to the literacy devices and character analysis;
3. DIY comics creation: on paper or in online designers (as a homework);
4. presentation of comics and their discussion in class.

In the second case, comics can be used as educational material to facilitate the understanding of the material. The use of this methodological technique can be carried out following the coming steps:

1. Independent study of comics by students at home (home reading);
2. During the discussion, students explain how they understood the plot of the comics and what new information they received on

the topic being studied (*The special role of this stage is determined by the fact that comics, like any work of art in general, cannot be perceived objectively. Therefore, some students may attach greater importance to how the characters looked due to the high proportion of the drawn in the work and almost did not pay attention to significant aspects, problems presented in the comic book*);

3. Completing tasks based on information obtained after studying the comic strip (*In addition to the comic book, the student is given a list of tasks that can be completed using the text that has been read. For example, reading comprehension tasks, filling out a glossary of heroes (expressions used by the characters in the work and which may not be clear to readers) and so on*).

Also, comics can be used as an auxiliary educational material along with the original text to facilitate the assimilation of the material. This may be part of the assignment or passage of the original text, replaced by comics.

Comics can also be used to familiarize students with various literary techniques. More advanced students can be asked to study comics on examples of setting, character development, omens, irony, stereotypes, memories, metaphors, symbolism, images, etc. Students may find comics a useful source for studying and comparing cultural knowledge, such as social structure, power structure, communication styles, clothing, manners, values, history, and even stereotypes.

Using comics in teaching reading: Case-study *October in the Chair*

Tomlinson (2013) offers a detailed account of his flexible text-driven framework, which facilitates the development and teaching of materials based on engaging texts. The teaching procedure itself has five stages:

Stage 1 Readiness Activities. The activities aim to stimulate mental activity applicable to the content of the text by enacting associations, by stirring attention, by creating important visual images and by getting the learner to utilize inner speech to talk about significant topics with themselves. What is important is that

all the learners open and initiate their minds not that they answer questions accurately

Stage 2 Experiential Activities. These activities are intended to assist the students to represent the text in their minds as they read it and to do so in multidimensional ways, which encourage personal commitment. They are things they are urged to do while reading.

Stage 3 Intake Response Activities. These activities help the students to develop and explain what they have taken in from the text. They focus on the psychological portrayal, which the students have achieved from their underlying reading of the text, and they invite the students to think about this portrayal rather than come back to the text. Unlike traditional comprehension questions, these activities don't test students on their comprehension of the text. Instead, they give the students a positive beginning to their post-reading responses by inviting them to impart to others what the text means to them.

Stage 4 Development Activities. These activities provide opportunities for meaningful language production based on the students' portrayals of the content. They involve the students (usually in pairs or groups) returning to the content before going forward to produce something new.

Stage 5 Input Response Activities. These activities take the students back to the content and involve them in-studio reading tasks aimed at helping them to make disclosures about the purposes and language of the text.

After exploring the texts in Stage 5, Tomlinson encourages revisiting and improving the work produced in Stage 4.

The model of developing reading skills proposed by Tomlinson can be used to turn comics into an English teaching material. To do this, we can take *October in the Chair* by Neil Gaiman, which exists in two forms – in the form of a traditional short story published in Gaiman's collection *Fragile Things* (Gaiman, 2006) and in the form of a comic book (Gaiman, Russell, 2019). The story personifies twelve months sitting around a campfire and telling stories. That time it is October's turn to tell his story. He chooses an eerie one about a boy who leaves his family and sets off on a journey into the unknown.

The case study considers the use of the comic book as an authentic teaching material in accordance with the five stages proposed by Tomlinson.

In Stage 1 Readiness Activities, students can describe the months that will appear in the work, compare their descriptions with comic strips. It would also be appropriate to draw any analogy with the characters of *The Twelve Months*, the Play by Samuil Marshak. It will help learners to achieve readiness for experiencing the text prior to reading by raising curiosity and motivation through activating their existing knowledge or experience. Some images from the comic book, which are related to the main themes, can be used to pre-teach new vocabulary the learners may encounter while reading the story.

Experiential Activities (Stage 2) may include tasks such as arranging episodes in the correct order. The teacher selects key and/or random strips from the comics and gives students the opportunity to arrange them in the right order. This task can be carried out as follows: each pair of students is given relatively different elements of the work, they put them correctly, then after the teacher checks, students can get together in a group of four and combine the results in a larger picture. It helps learners to process the text in an experiential way through while-reading activities.

In Stage 3 Intake Response Activities, students use separate strips to retell an episode that can initiate a discussion. The episodes should be connected with one of the main themes featured in the story: bullying, abandonment, the supernatural, etc. It may be the beginning of an internal story when two older siblings humiliated and insulted the protagonist. As mentioned above, students first retell the episode, while the teacher elicits a topic of bullying for discussion. At this stage, bullying in the family and at school can be affected, as well as racism, nationalism, religionism and other types of discrimination. This stage helps students to articulate and develop their mental representation of the text through articulating which facilitates the development and teaching of materials based on their impressions or reactions to the text.

Development activities that help students use their representation of the text as a basis for creative language production activities.

Taking the theme of bullying, a creative task can be connected with discussing possible alternatives to the end of the story. A creative task related to the theme of abandonment can be describing the neglected farmhouse that students see only a few times (moreover, they see mostly in the background). First, students may recall the image of this house from the story. Later, they need to think creatively what should, could, and should not be inside. The presentation of this task can vary from the drawn or written to *The Sims*[™] and *Autodesk*[™] models (it will depend on students' skills).

As for the Stage 5 Input Response Activities teachers should draw their students' attention to the grammar and vocabulary that is used in the story. Due to the facts that *October in the Chair* is a frame story and the storytelling feature is presented here, it is necessary to remind students of the specific language that is used for telling stories. Particular phrases and vocabulary (such as "this was in the days before", "you won't believe this", "that wasn't the end of the story", and so on) can be matched with images from the comic book depicting the months telling the stories. The work with visuals help the learners build stronger associations between the form and the meaning of a word or phrase. Other images can be used to revise the vocabulary that had been discussed at the first stage. It is important to relate the language features emphasised in Input Response Activities to the tasks from the other stages in order to provide the learners with the meaningful use of grammar or/and vocabulary.

After exploring the texts in Stage 5, teachers encourage students revisiting and improving the work produced during Stage 4 with, for instance, creating their own story and telling it around the class 'campfire' or ending the story about the Runt and Dearly.

As the result, the activities which illustrate the suggested framework are aimed not only at developing reading skills and comprehension. Stages 3 and 4 are focused on speaking activities (which can be easily turned into writing ones), whereas Stage 5 deals with form-focused instruction. This combination of comprehensible input, meaningful output and deliberate language learning makes the implementation of comics in the process of English language teaching feasible, as it follows one of the most important principles of materials

development (Nation, Newton, 2009, p. 1). The activities presented in the article were successfully tested with second-year students of the Institute of International Education at MSPU.

Conclusion

Although in the past, comics were despised or ignored, they continued to evolve, so they are now a very complex means, both in terms of their visual and literary qualities. Comics, when properly selected and provided to students in school or class libraries, can help English teachers develop their learners' language skills and stimulate further learning through extensive reading.

Like any other products of popular culture (films, television, books, magazines, etc.), Comics should be chosen responsibly, in accordance with the needs of the teacher and school policy.

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Использование кооперативного обучения для развития навыков письма на уроках английского языка в нелингвистических институтах

Аннотация: данная работа посвящена методам преподавания навыков письма на английском языке студентам нелингвистических бакалаврских программ в рамках коммуникативно-ориентированного подхода. На первых этапах исследования подчеркиваются значимость и особенности обучения иноязычному письму, а также рассматриваются требования, предъявляемые к студентам на элементарном и допороговом уровнях владения языком.

Чтобы выявить отношение студентов к письменным домашним заданиям и к работам по взаимному оцениванию, среди 30 студентов различных нелингвистических бакалаврских программ МПГУ (Москва) был проведен опрос. Студентов попросили описать процесс создания коротких иноязычных текстов, в котором они были задействованы в предшествующем опросу периоде, а также указать, какие вспомогательные средства они использовали, чтобы справиться с письменными заданиями (в частности, сервисы машинного перевода, словари, шаблоны для определенных видов текстов или списки устойчивых словосочетаний). Чтобы оценить эффективность традиционной методики преподавания письма в отношении студентов допороговых уровней владения языком, во внимание также принимались вид и количество знаний, приобретаемых в процессе письма. Результаты опроса легли в основу описания проблемы несоответствия письменных заданий в форме домашней работы целям развития коммуникативной компетенции у обучающихся.

Во второй части данной работы проведен обзор литературы по теме обучения в кооперации с целью выявить в рамках кооперативного подхода те методы, которые позволяют включить в процесс тренировки письма коммуникативно-ориентированные задания. Много внимания было уделено ключевым принципам, отличающим кооперативное обучение от традиционных форм работы в группах или парах, а именно позитивная вза-

имозависимость и индивидуальная ответственность. Учитывая двадцать лет мирового опыта применения коммуникативных обучающих активностей для преподавания английского языка как иностранного, было предложено включить структуры Кагана в уроки английского языка с целевой группой студентов.

Несмотря на то что специальные задания и процедура преподавания письма в кооперации в рамках уроков английского языка в вузе еще должны быть доработаны и апробированы на практике со студентами с низким языковым уровнем, мы полагаем, что использование принципов кооперативного обучения в целом и структур Кагана в частности, эффективно для целей развития навыков иноязычной письменной коммуникации.

Ключевые слова: обучение письменным навыкам, иноязычная коммуникативная компетенция, активное обучение, методы кооперативного обучения, обучающие структуры Кагана.

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Application of Cooperative Learning for Developing Writing Skills in EFL Classes of Non-Linguistic Institutes

Abstract: this work is dedicated to the methods of teaching EFL writing skills to the students of non-linguistic bachelor programs in the context of communicative oriented approach. At the first steps of the research the importance and peculiarities of teaching foreign language writing were distinguished, as well as the demands to the graduates with elementary and pre-intermediate levels of language proficiency were reviewed.

To reveal the students' attitude to the written home assignment and peer review tasks, the survey among 30 students of different bachelor non-linguistic programs was conducted in MPSU, Moscow. The students were requested to describe the process of creating short foreign language texts they practised in a preceding period, and which supporting tools they used to exploit to cope with the text writing tasks (e.g. machine translation services, dictionaries, templates for definite types of texts or lists of set expressions). The type and

the amount of the knowledge acquired in the process of writing were also taken into account to assess the efficiency of the traditional teaching methods in application to A0-B1-leveled students. The results of the survey were interpreted to describe the problem of home written tasks to be inadequate for the purposes of developing learners' communicative competence.

In the second part of this work, the literature review of cooperative learning research was carried out to identify the methods within the cooperative approach, which allow to embed communicative oriented tasks into writing practice. Much attention was paid to the core principles that set cooperative learning apart from traditional forms of work in groups or pairs, i.e. positive interdependence and individual accountability. Considering twenty years of worldwide experience in adoption of communicative learning activities for EFL teaching needs, the Kagan's structures were proposed to be implemented in English language classes with the targeted groups of learners.

Notwithstanding that special tasks and the procedure of teaching writing in cooperation within English classes in College are still to be developed and tested in practice with the learners of low language levels, we assume the application of cooperative learning principles, in general, and Kagan's structures, in particular, to be effective for the purposes of teaching foreign language written communication.

Keywords: teaching writing skills, foreign communicative competence, active learning, cooperative learning methods, Kagan's learning structures.

Introduction

For decades, English second language writing was mostly used as a support skill in language learning of non-linguistic students. Writing practices had a form of taking notes, writing answers to grammar and listening exercises, translation, vocabulary dictations or spelling drills. Only recently, due to promotion of the *Common European Framework of Reference for Language* (CEFR), writing productive skills have become an essential part of language proficiency assessment. Learners of English as a foreign language (EFL learners), starting from the level A2 ("Waystage" or "Elementary" level), should demonstrate the ability to cope with everyday written communications of an authentic type in a variety of formats. At the same time, writing is usually admitted to be one of the most difficult skills that L2 learners are expected to acquire. The reason of such reputation probably derives from some peculiarities or even distinctions of writing from other skills.

Writing is produced slowly and demands the use of devices to expand meaning, structure and sequence the ideas to provide the correct interpretation of the text. Being a medium of communication, writing leaves a few possibilities of interaction or the benefit of feedback [3].

As a consequence, even Cambridge manuals (for example, *New English File*), that are designed for adult EFL learners and used as learning tools for non-linguistic bachelor programs in College, supply no more than one writing task per four topics while as series of activities on speaking, reading and listening are proposed. Although Cambridge methodologists admit the fact that people are writing in English nowadays more than ever before both for business and for personal needs the ultimate aim of most students is declared the ability to communicate in English orally.

Taking into account the limited amount of English classes allotted for non-linguistic bachelor programs in Russian Institutes, the practice of teaching written English to students of A0-B1 levels is mostly executed in the form of a home assignment. According to the *Exemplary Program for non-linguistic faculties*, the students are supposed to acquire the skills of filling the forms or writing definite types of texts (i.e. personal e-mail, internet profile, providing personal information for the purposes of study or work, summaries of speeches/conferences/lectures, advertising or informative leaflet, essays, resume etc.) [5]. In spite of embedded communicative orientation of such tasks, students work at home in isolation, producing written pieces, which are implied to be read and assessed by their teachers only. In contrast to speaking activities, where group and pair forms of work are available, written home assignment is deprived of a dialogue option and rarely succeeds in getting a prompt feedback.

Survey: effectiveness of EFL writing tasks in non-linguistic institutes

A survey conducted at the end of 2019 among 30 students of the 1st and the 2nd years of non-linguistic bachelor programs in MPSU, with A0-B1 levels of English language proficiency, revealed their attitude

to the writing skill practice in the form of a home assignment they ordinarily performed during the course of English. The majority of the students confessed to writing texts in Russian at the first stage of their home assignment and then translating these texts either themselves or with the use of machine translation services (i.e. *Google translate*, *Yandex translate*).

Though translation exercises from Russian into English may be of benefit for students, there is apparently replacement of the speech assignment to compose a written piece by a linguistic exercise to find an English equivalent for the Russian utterance that is more a part of grammar-translation method, than a communicative one. Translation exercises seem to be more effective for the purposes of memorizing words and phrases rather than for practicing thinking in a foreign language. Only few of those surveyed students, who use translating method in writing, believe themselves to become more aware of sentence structure (i.e. the order of words in English sentences) and of text structure (i.e. templates of definite types of written pieces) because of such practice. The students with lower level of knowledge, in particular, prefer to use the machine translation services and show the lower or null level of learning while performing their written home assignment. Moreover, some of them admitted that they learnt nothing or only separate words from such tasks, while they spent rather much time to compose and check their written pieces for errors.

The hypothesis and purposes of the study

Considering the quality of students' texts with A0-B1 level and the results of the survey, as well as demands of the *Cambridge qualification exams*, where written assignments are given to be fulfilled without any use of dictionaries [4], we suppose that English classes for this category of learners should be supplemented with the alternative methods of teaching and developing writing skills. Our aim is to expand communicative contest of written tasks and to increase the volume of the acquired knowledge through the students' engagement into the learning process.

Cooperative learning concept

One of the approaches that is widely known to enhance students' performance and achievements due to increase of their intellectual and emotional engagement in the learning activities is called "*cooperative learning*". D.W. Johnson and R.T. Johnson define cooperative learning as "*the instructional use of small groups so that students work together to maximize their own and each other's learning*" [6, 1:5p]. Although this approach became popular in 1990s, multiple research in cooperation and competition in work environments have been done since 1960s by psychologists mainly, including Elliot Aronson, Robert Slavin, Kurt Lewin and Morton Deutsch, David and Roger Johnson [8]. The latter two were the first to describe the principles and theory of cooperative learning in 1975 and outlined the five basic elements for successful small-group learning in 1999 [7].

According to D. Johnson and R. Johnson, to be truly cooperative students' activity in groups is to be characterized by positive interdependence, individual accountability, promotive interaction, social skills and group processing. Provided that students feel responsible for their own and the group's effort, support and encourage one another, analyse their own and the group's ability to work together, remaining responsible for doing their own part of work, the activity can be identified as cooperative learning. Since positive interdependence and individual accountability are recognized to be the core principles of cooperative learning, teachers need to provide that each member assumes and performs their roles to make the group task a success, i.e. to fulfil the requirements [2].

As defined by Johnson, Johnson, and Stanne, cooperative learning (CL) is a generic term referring to numerous methods which maybe applied for organizing and conducting classroom instruction. Almost any teacher in any discipline and at any classroom level could find a way to use CL that is congruent with their philosophies and practices, thereby producing effective results [8].

For the purposes of EFL, cooperative learning model was implemented in varieties of forms, because of multiple methods being created within a framework of this generic term. Among them "Learning together" of Johnson & Johnson, "Jigsaw procedure"

of Aronson, CIRC of Stevens & Slavin, Kagan`s Structural Approach can be distinguished. As a result, some conviction appeared that almost all teachers with the students of admittedly any level could find a way to use cooperative learning to boost the students` achievements [10]. On the other hand, cooperative learning has been acknowledged to have an impact on communicative language teaching (CLT) practise. Moreover, the concept of interaction between learners during the education process is a key premise shared by communicative and cooperative learning [4]. It is considered that communicative approach partially inherited some distinctive activities, such as jigsaw reading, information-gap “Describe and draw”, creative “Inside-outside circles” or extensive peer consultation “Think-pair-share”, from cooperative learning. However, without due consideration for the core principles of positive interdependence and individual accountability, the adopted activities may not give the expected outcomes [1].

Kagan`s structures

Structural Approach of Spencer Kagan based on the use of content-free ways of organizing interaction called structures, was designed with the account of four core principles (PIES): positive interdependence, individual accountability, equal participation and simultaneous interaction. There are over 150 Kagan Structures with different functions. Some are designed to produce thinking skills, others foster communication skills or produce mastery of high consensus content. Besides implementing the PIES principles, structures have a number of advantages, including “natural context”, due to use of the language in functional interactions, or “lowered affective filter”, when even reluctant to speak students feel easy to communicate with a supportive peer [11].

Although, being mostly speaking oriented, Kagan`s structures, nevertheless, provide the opportunities for teaching writing and developing writing skills. As an example, “Carousel Review” structure can be considered. Due to the instructions, teams (or small groups) gradually move around the classroom to regard several topics or questions and to give their vision of each the topic. Ideas and

suggestions are left in a written form and read not only by a teacher, but other teams as well. When talking about the benefits of this activity, the opportunity to generate ideas and check understanding of written texts or topics are primarily mentioned. At the same time, practice of writing is an integral part of this activity and may be regarded as the typical example of cooperative writing process.

Among other activities, which have the nature of brainstorming and develop cognitive abilities, the following ones can be denoted:

- “Center Piece” (when participants of a group write and share their ideas with each other);
- “Create A window” (when students write on the common team board some personal information about themselves according to the set categories or topics);
- “Give-One, Get-One” (when students mingle to share their ideas to the topic);
- “Jot Thoughts” (when students write as many ideas on the topic as they can in allotted time with the aim “to cover the table”);
- “Rally Table” (when students take turns generating written responses in pairs) and so on [9].

There are also another types of Kagan`s structures, that appeal to descriptive writing (“Draw-What-I-Write”), narrative or process-writing (“Journal reflections”), even to composition writing (“Poems for two voices”). Each of them demands sufficient level of English language proficiency (at least B1+) and may take much time what is not convenient for the majority of standard ESL classes, which are in the focus of our study.

Finally, the third group of activities presents writing as support skill being useful for taking notes or creating materials for the interaction. These structures may be included in the ESL course, but they are to be detected as cooperative activities for developing speaking skills or communicative skills foremost. Taking into account the communicative orientation, we have earlier proposed as one of the main principles in teaching writing for the students with A0-B1 levels, only the first type of Kagan`s structures will be presented in our further studies of cooperative learning impact onto teaching writing progress.

Conclusion

Summing up aforesaid, we would emphasize key findings of this work. At first, the role of writing as an integral part of foreign language proficiency has significantly changed during the last twenty years. Nowadays, even those students who study in non-linguistic Universities are supposed to acquire solid skills of communicating not only orally, but in a written form as well. These requirements stem from the needs of labour market and scientific community demands to participants of intercultural interaction. At the second hand, traditional methods of teaching writing in compliance to our survey among the students of MPSU didn't prove to be highly efficient. Hence, we would advice to apply student-oriented methods of teaching including cooperative learning activities. Thirdly, we suppose Kagan's Structural Approach with the multitude of structures or activities would be rather convenient for the purposes of teaching writing "low level" learners and increase the students' engagement into the process of learning.

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Проблемы и современные решения в обучении английскому языку в смешанных (гетерогенных) классах

Аннотация: эта статья посвящена проблемам и различным решениям в обучении английскому языку в классе со смешанными способностями. Классы со смешанными способностями – это классы, где учащиеся сильно различаются по способностям, мотивации к изучению английского языка, потребностям, интересам, уровню образования, стилю обучения, тревожности, опыту и т.д. Все учителя сталкиваются с проблемой, когда обучающиеся одного класса имеют разные способности к языку, потому что каждый класс является многоуровневым. Некоторые классы могут быть более многоуровневыми, чем другие, и поэтому более сложными для учителя, но все классы являются классами смешанных способностей.

Проблемы в гетерогенном классе влекут за собой определенные различия. Они включают в себя способность изучать язык, родной язык, опыт обучения, предпочтительный стиль обучения, культурный фон, мотивацию и т.д.

Одним из способов решения этой проблемы является дифференцированный подход. Такой подход занимает промежуточное положение между фронтальной работой со всей командой и индивидуальной работой с каждым студентом. Распределение студентов по группам также считается весьма эффективным.

Результаты учащихся обязательно будут на разных уровнях, несмотря на то, что они формируются в группы в соответствии с результатами своей работы. Результаты работы не влияют на то, что студенты воспринимают материал по-разному. Они используют свой индивидуальный метод обучения.

Трудно найти занятие, в котором участвовали бы на равных все учащиеся, и которое не вызывало бы у одних скуки, а у других смущения, неуверенности или разочарования. Поэтому учителя должны иметь ряд стратегий для управления классами и позволить каждому ученику в меру его способностей участвовать в учебном процессе.

В большинстве случаев основной стратегией в ситуациях является дифференцированный подход через количественное варьирование заданий

в ходе урока. Это связано с тем, что материал легко усваивается одними студентами, в то время как другая группа студентов испытывает явные трудности в изучении иностранного языка.

Учитель должен использовать различные способы изучения необходимого материала учащимися в многоуровневом классе. Следовательно, студенты могут осмысленно приобрести необходимые знания и навыки, которые они впоследствии могут продемонстрировать при ответе.

Ключевые слова: дифференцированный подход, смешанные классы, английский язык, оценка, стратегии поддержки, стратегии расширения, индивидуальный образовательный подход.

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Challenges and Modern Solutions in Teaching English in Mixed-Ability (Heterogeneous) Classes

Abstract: this article deals with challenges and various solutions in teaching English in a mixed-ability class. Mixed-ability classes mean classes where students differ greatly in ability, motivation for learning English, needs, interests, educational background, styles of learning, anxiety, experiences and so on. All teachers have to face the challenge of mixed-ability classes because every class is multileveled. Some classes can be more multileveled than others and therefore more challenging for the teacher, but all classes are mixed-ability classes.

Problems in a heterogeneous class entail certain differences. They comprise the ability to learn a language, mother tongue, learning experience, preferred learning style, cultural background, motivation and etc.

One of the ways to deal with this problem is the differentiated approach. This approach occupies an intermediate position between frontal work with the whole team and individual work with each student. Grouping students is also believed to be of significant effectiveness.

Student's results will necessarily be at different levels, despite the fact that they are formed into groups in accordance with their work results. The results of the work do not affect the fact that students perceive the material differently. They use their individual learning method.

It is difficult to find activities in which all students participate, without some being bored and others embarrassed, insecure, or disappointed. Therefore,

teachers must have a number of strategies for managing mixed ability classes and let every student be engaged in the learning process.

In most cases, the main strategy in situations is a differentiated approach through the quantitative variation of tasks during the lesson. This is due to the fact that the material is easily acquired by some students, while the other group of students experiences obvious difficulties in learning a foreign language.

The teacher should use various ways of studying the necessary material by students in a multilevel class. Consequently students can acquire the necessary knowledge and skills meaningfully, which they can subsequently demonstrate when replying.

Keywords: differentiated approach, mixed-ability classes, English, assessment, support strategies, expansion strategies, individual educational approach.

Teaching English in mixed-ability classes is a pedagogical technology for organizing the educational process, within the framework of which a different level of learning material is assumed. That is the depth and complexity of the same educational material is different in groups of level A, B, C, which allows each student to acquire the educational material in individual subjects of the program at a different level (A, B, C), but not lower than the basic, in depending on the abilities and individual characteristics of each student's personality. The plan prescribed by educational standards remains the same for all levels of education (Tomlinson C. A., 2001, p. 11).

The teacher needs to carefully consider his upcoming work if he is faced with this linguistic task, because students' results will necessarily be at different levels. This happens despite the fact that they are formed into groups in accordance with the results of their work. The results of the work do not affect the fact that students perceive the material differently. They use their individual learning method.

It is difficult to find activities in which all students participate, without some being bored and others embarrassed, insecure, or disappointed. Students whose progress has been delayed by circumstances are unable to follow the pace, understand information or express their ideas, and outstanding students may encounter problems in the classroom (Al-Shammakhi F., Al-Humaidi S., 2015).

Extensive experimental material has been accumulated on the introduction of differentiated education in mixed-ability classes both in a secondary school (R. Groot, T.B. Zakharova, E.S. Polat), and

in higher education (A.V. Beloshitsky, A.V. Dushkin, D.A. Lovtsov) in recent years. There is a need to comprehend and generalize this experience with the goal of mass introduction at different educational levels.

The issue of teaching students in mixed-ability classes was also dealt with by such scientists as Prodromou L., Tomlinson C., Ur P., Harmer J., Guignon A., Kelly A.V., Kluth P. Their experience is of tremendous importance in the study and popularization of this aspect.

Analysis of the modern organization of the educational process in higher education and the theoretical and experimental data accumulated on this issue allowed us to identify the following:

The object of the study is the process of teaching a foreign language in mixed-ability classes.

The subject of the study is the organization of English language teaching in mixed-ability classes.

The purpose of the study is to substantiate the effectiveness of English language teaching in mixed-ability classes.

As a **hypothesis** of the study, it was suggested that teaching a foreign language to students of non-linguistic specialties in the university becomes more effective if:

- students are given the opportunity to assimilate learning material in mixed-ability classes (but their language level should be lower than the basic), depending on the level of training, foreign language skills, cognitive interests and the degree of motivation development;
- in the learning process the individual characteristics and potential of students are taken into account;
- the educational process is built on a differentiated basis, using a different pace of learning and depth of learning for each group;
- differentiated programs of varying complexity degrees are used;
- an educational and methodological set is applied.

The development of community sense in the classroom is our goal; therefore, training students individually won't be effective in this case. Advancing a strategy for uniting students from different language levels involves access to a wide range of learning opportunities. The benefit of cooperation arises after the work of strong students with weak students in pair or group activities. A strong student acts as a source of language

knowledge, a proofreader and assistant. Thus, a weak student increases the level of his knowledge. And a strong student repeats material through his curator status. As a conclusion, students with higher linguistic abilities benefit from providing explanations that improve their fluency, while students with lower abilities focus on higher levels of achievement. Classmates share and do more important work than they could do on their own, such as: brainstorming (verifying that all submitted ideas are evaluated), predicting and completing proposals. In the framework of cooperation, students receive support from differences in skills and abilities of their peers throughout the learning process.

Pair or group work can be organized in several ways:

- by matching the question and answer form;
- pictures and titles;
- range of studied lexical minimum (Montgomery County Public Schools, 2005).

Activities differentiation can also be done through a grouping of students' abilities. Separation of a group of weak students and strong students implies that they receive tasks according to their abilities. Thus, strong students work with complex tasks, while weak students solve simpler exercises. Then teacher asks each group a series of questions. It is based on the appropriate of each group language level readiness and related to the objectives of the lesson.

Student learning styles are another way to group students. Therefore, the preparing group tasks technique becomes a very important element in the teacher's work of mixed-ability classes.

Among the ways to help weak students are the following:

- it is necessary to give clear instructions, additional explanations, to clarify the task that he understands everything. You can ask classmates to explain this task in their mother tongue;
- give more time for recording, to ponder the answer to the question;
- speak legibly with pauses;
- remember to give examples before asking for practical implementation;
- supplement his vocabulary, including through visual materials;
- provide a rich variety of linguistic and visual materials;
- allow the use of dictionaries in order to perceive the read text;

- give a script of the text during the execution of the listening assignment;
- do not constantly correct errors (Hedge T., 2000, p. 67).

All students should receive appropriate tasks in mixed-ability classes. This happens in order to make progress on their own terms. The teacher's tasks include the preparation and evaluation of materials providing activities to meet the students' diverse needs. The purpose of this is to make the task more achievable during some parts of the lesson. At the beginning of the lesson, you can perform actions related to different levels, in the process of working in groups or pairs, as well as during an individual assessment. Adapting actions to two or three different levels of language complexity allows the student to choose more or less complex version in which he can work with his maximum potential.

Here are some examples of how we can differentiate tasks (Table 1).

Table 1

Examples of how we can differentiate tasks

Strong students	Weak students
Filling in gaps in sentences	Perform a multiple choice task
Make sentence transformation	Make word ordering
Free writing	Modeled writing
Persuasive writing	Informative writing
Describing pictures	Pictures accompanied by a wordlist
Spelling words	Filling missing letters
Guessing the word according to its transcription	Matching the word to its transcription
Writing a letter	Filling missing words into a letter
Unprepared speaking	Prepared speaking

Another approach when working with mixed-ability classes is the qualitative differentiation of tasks. A foreign language teacher can apply both the supporting strategies and the extension strategies in the context of the basic language skills. Support strategies are designed to help weaker students not to give up tasks, but to continue

to work together with the class on a single task, but in a simplified scheme. Expansion strategies help to provide students who are more likely than others to do the exercises with expanded assignments for their further development. Both types of strategies help to assign each student a task corresponding to their level, and continue to work in the format of the lesson system. All examples are shown below.

Table 2

Examples of applying support and expansion strategies

Skill	Supporting strategies	Extension strategies
Listening	- lexical units written on the board; - scripts with missing words to fill out	- additional questions about the details; - additional questions: "why?"/"why not?" in tasks like "correct/incorrect/unspecified statements"
Reading	- lexical units written on the board; - work with only one part of the text; - work in pairs with weaker students	- writing definitions for lexical units on the board; - writing questions after the text reading
Writing	- examples before the assignment; - reduced requirements for the number of words in the text	- more general topics for assignments; - use of conventional signs (abbreviations) during verification
Speaking	- text with lexical units in front of the eyes; - extra time to repeat or write down ideas and answers	- confirmation of your position with additional arguments, examples; - work in pairs with stronger students

According to the American psychologist Howard Gardner, the solution to the problem of mixed abilities occurs through an appeal to all the senses, learning styles and all mental capabilities of students (linguistic, rhythmic, visual, interpersonal, logical, kinesthetic, intrapersonal, and natural) (Gardner H., 2008, p. 162).

The diversity and combination of learning styles requires the teacher to use a multi-sensory approach to the selection of tasks in the classroom. This aspect can satisfy the needs of each student.

Most tasks can be done based on all kinds of intelligence. One and the same activity may involve several mental abilities, including creating with words, discussing, classifying, listening, manipulating objects, expressing feelings and addressing the environment.

For example, group or pair work on a common project in a classroom with mixed abilities may include the following: sorting the material, discussing goals and objectives, preparing illustrated material (drawings, photos, tables and charts), writing work, oral presentation, computer presentation and much more. Most often, visual effects are useful for all ages and levels of language proficiency, as students are often interested in Information and communications technologies and any practical tasks of a creative nature (for example, visual material stimulates speech and writing). Thus, certain strengths and weaknesses of students will be taken into account when adjusting assignments to meet these specific needs (Northcote R., 2006, p. 31).

Open-ended tasks or questions are believed to be powerful language learning tools. These tasks can have many possible correct answers. It is not the same as traditional exercises in which the answer is predefined by the teacher as the correct one. Compared to closed exercises (in which the answer is predetermined and spelled out), open-ended assignments allow each student the opportunity to express themselves by completing exercises at their own level and pace. There are a huge number of options for open tasks: writing a letter, brainstorming, ending a story, predicting by headings, responding to a picture, completing sentences with a specific grammatical basis, etc (Tomlinson C., 1995).

A variety of playful activities (plays, debates, quizzes, interviews, quests) play an important role in increasing the motivation to learn a foreign language. Students will use knowledge of vocabulary and grammar in the process of practical activity, regardless of differences between the students' language levels. Attention is focused on communication and fluency, the correctness of language forms during such activities. Thus, the fear of making a mistake is minimized (Guignon A., 1998).

In addition, testing general knowledge may be useful in classes with mixed abilities, as it is based on the general experience and individuality of the students, rather than on linguistic knowledge, therefore participation is encouraged to a greater extent. A certain

number of questions should include a simple vocabulary and structures to ensure fluency in the language.

An important factor in mixed-ability classes is the self-esteem of each student. Portfolios, questionnaires, self-examination are an effective way to work in a team. This activity also shows the needs of the student for his further progress. As a result, each student has a report on his progress during the semester / half year / year. This kind of work helps to develop student motivation to improve their knowledge and skills. This means appreciating their good points, helping to improve their weaknesses. These materials can help students record their achievements, reflect on difficulties, and find ways to overcome it. This learning element supports the long-term students' efforts, increases their confidence in the ability to learn a language. So students develop strategies to become more competent in that area (Pedersen F., Kronborg L., 2014, p. 16).

A variety of academic needs in classes with mixed abilities must respond to changes in the content, process and product of the core curriculum. Taking into account the preferences of each student's intellect, aligned materials, choice in presentation formats and diversity in the type of work groups will occur. These aspects are differentiated educational strategies. It will make learning English attractive and inspiring. Thanks to teacher's thoughtful discretion, students' motivation increases, they are involved in the lesson and secure their progress.

Conclusion

In education, working with mixed abilities classes in particular, the teacher is an important element. This is because she/he is the manager of the classroom and therefore in charge. The teacher can determine whether the instruction achieves the objectives of learning or not. The difference students all depend on the direction of the teacher.

This is the reason why, the strengths and weaknesses of the students in mixed ability class can be addressed specifically by developing good atmosphere, introducing motivation, responsibility and given children personal responsibilities.

Adopting a flexible methodology of teaching mixed ability classes is the most challenging undertaking for teachers, they have to invest a lot of time and energy in designing lesson plans and they are required to learn new management and organizational skills and an undertaking that could stretch beyond their pedagogical skills.

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Развитие речевых навыков через дискуссии на уроке английского языка

Аннотация: межличностное общение является одной из основных форм взаимодействия людей и проявляется в социальных отношениях. Полное развитие коммуникативных навыков является необходимой составляющей процесса изучения иностранных языков. В данной статье рассматривается изучение и обобщение педагогического и психологического опыта для поиска эффективных методик с целью повышения коммуникативных навыков студентов. Дискуссия возникает, когда студенты сталкиваются с вопросом, на который нет однозначного ответа. Учитель и студенты формулируют новый, более удовлетворяющий всех участников ответ на вопрос. Результатом этого может стать общее согласие, лучшее понимание, новый подход к проблеме, совместное решение. Во время дискуссии студенты могут сформировать определенные навыки, такие как способность сравнивать разные версии и оценки различных событий и личностей. Исследования многих авторов определяют эффективность дискуссии в формировании речевых навыков у студентов. Результаты эксперимента показывают, что чтение поможет развить способность выражать идеи, а также расширить словарный запас.

Ключевые слова: речевые навыки, урок английского, дискуссия, чтение.

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The Development of Speaking Skills Through Discussions in English Lesson

Abstract: interpersonal communication is one of the main ways of interaction between people and is manifested in social relations. The full development of communication skills is a necessary component of the process of learning foreign languages. This article describes and considers the study and synthesis of pedagogical and psychological experience for the search of effective technologies in order to improve the communicative skills of students. Discussion occurs when students are faced with a question for which there is no single answer. A teacher and students formulate a new, more satisfying to all parties, answer to the question. The result of it can be a general agreement, a better understanding, a new approach at the problem, a joint solution. During the discussion students can form certain skills, such as the ability to compare different versions and assessments of different events and personalities. The researches of many authors determine the effectiveness of the discussion in the formation of speaking skills of students. The experimental results show that reading will help to develop the ability to express ideas, simultaneously expand the vocabulary.

Keywords: speaking skills, English lesson, discussion, reading.

Introduction

Communication is a complex process of interaction between people, consisting in the exchange of information, as well as in the perception and understanding of each other. Interpersonal communication is one of the main ways of interaction between people and is manifested in social relations. The full development of communication skills is a necessary component of the process of learning foreign languages.

According to Penny Ur, “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important”¹⁶. Students must be proficient in various methods of argumentation, forms of presentation of their thoughts, such as analysis, synthesis, comparison, generalization in a foreign language. First of all, teachers need to help students practice. In the process of communication, the conversation becomes progressively emotional loading, which causes the interlocutors to clarify their own attitude to the subject of conversation, using adequate speech patterns and improving communication skills in a foreign language.

This article is devoted to the consideration of the forming of speaking skills and abilities to deal with the difficulties faced by students in developing communication skills in English classes. Teaching speaking is started at teaching the students how to speak in English as their foreign language and ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer mainly to correct, but he is supposed to encourage students to practice speaking.

Students' speaking problem can be solved by giving chance to them for practicing English either in the classroom or out of it. Practicing speaking English in the classroom should be interested with acceptable technique in order to make students speaking skill can be developed and the process of learning can be entertaining.

The relevance of the research topic of discussion methods for the development of speech abilities lies in its functionality. Under the functionality refers to its practical orientation, the involvement of all participants in the process and the relationship with reality, beyond the lesson. The position of the teacher in the discussion is extremely complex: he should maintain the sharpness of speeches, teach logical to promote their own point of view and listen to the opinions of others. For teachers who are inexperienced and not familiar with students, such a task may seem impossible to fulfill.

¹⁶ *Ur P. A Course in Language Teaching: Practice and Theory. – Cambridge: Cambridge University Press, 1996. – P. 120.*

Purpose of the study

Despite the fact that such forms of work as role-playing games, “round tables”, various kinds of group discussions have long been used in the educational process, the problem of the effectiveness of teaching communication remains open. There is a pointed incompleteness of pedagogical, psychological and methodical knowledge, which leads to an actually formal and sometimes simply illiterate application of these types of work. Therefore, the question arises: what methods of discussion should be used when teaching English so that students are not only interested to listen to each other and express their own attitude to the topics, but also will seek to develop the speaking skills in extracurricular activities?

Definitely every teacher of English wants that his students become more confident speaker. During the discussion students can form certain skills, such as the ability to compare different versions and assessments of different events by reviewing the “general to private” approach. It is very important to study and analyze sources of information, make judgments about their reliability and value, in general correlate data from different sources. According to the one of the British Council expert Amy Lightfoot, the significance of issue lies in the fact that students master the ability to determine and substantiate their point of view, listen to their opponent, and show tolerance for a different opinion.¹⁷

The teacher who introduces the discussion into the lesson plan has a number of tasks: to study discussion methods, communication difficulties, difficulties in pedagogical communication, to study the influence of discussion methods on personal development at students' ages.

The subject of the research is the feature of the formation speaking skills of students. The research problem is in the need to improve the discussion as a teaching method in order to raise the communication skills, arising from the importance of developing students' interest and speaking skill to express their attitudes to the different topics.

¹⁷ Lightfoot A. Group discussion skills. – URL: <https://www.teachingenglish.org.uk/article/group-discussion-skills> [Accessed 10.03.2020].

The purpose of this research is to determine the effectiveness of the discussion in the formation of speaking skills of the students. The achieving of this goal is possible after involving the following tasks:

1. To analyze discussion as a method of teaching and to characterize the model of discussion as a complex exercise;
2. To review the studies obtained from the experiment of testing reading as a developed method of improving the communication skills of the students.

The solution of these tasks determined the choice of the following methods of the research: the study and analysis of specialized literature on psychology, pedagogy, methods of teaching speech interaction and the study of foreign and national pedagogical experience in the use of discussion as the reception of learning of foreign language.

Theoretical base of studying discussion

The importance of the systematic use of discussion in the classroom is not disputed by anyone. For a steady mastering of foreign language and understanding of the possibility of use it in practical activities, it is necessary not only to learn the material, but also to discuss it with another person.

The engagement in the educational discussion is based not only on interchangeable questions and answers, but on meaningfully directed self-organization of the students to each other and to the teacher for circumstantially and multi-faceted discussion of the ideas and questions. Among foreign researchers, the book written by Penny Ur “Discussion that works” where he argues that the discussion is still an underestimated method to promote the enthusiasm and initiative of students in learning, to cultivate students' ability of creative thinking and to improve teaching effectiveness.¹⁸ Scott Thornbury, in his book “How to teach speaking”, believed that in the discussion process the students and the teachers not only share ideas, create new ones and acquire new understanding and meaning, but also he confirmed that his studies have noted

¹⁸ Ur P. Discussions that Work: Task-centred Fluency Practice. – Cambridge: Cambridge University Press, 1981. – P. 122.

that the discussion method is an effective way to promote students' critical thinking.¹⁹

Overall discussion is presented as a significant learning activity for teaching critical thinking and developing communication skills. Discussion is a successful pedagogical technique because of the level of responsibility for learning and active engagement by all students.

Classroom discussion has been studied in a variety of ways in the research literature, depending on the theoretical interests and research questions pursued by scholars. Most studies define discussion in general but do not analyze the impacts of its components on students' productivity.

Students master a foreign language consistently and objectively assimilate various practical skills of a foreign language. Foreign language for students acts as a means of communication in the lessons of a foreign language, so they should be able to use it both in writing and verbally.

The following are just several levels of communicative development in educational process:

- 1) Discussion is featured by the participation of each student in the one-on-one discussion. The student's interest in the discussion appears in the process of forming his own thoughts, and also, if necessary, to protect his position from the confrontation of the opponent.
- 2) Student takes part in a simple group discussions involving elements of argumentation in support of his attitude towards the topic.
- 3) In discussion the student communicates not only with opponents, but also with audience supporting with visual contact and changing intonation and voice volume.
- 4) The student takes part in the integrated forms of discussion and confidently argue his position with facts from various authoritative sources.
- 5) The student participates in all discussion forms up to different debates levels. The student is able to correctly determine not only the purpose of the discussion, but also to predict the final

¹⁹ Thornbury S. *How to Teach Speaking*. – Pearson Education ESL, 2005. – P. 156.

result of the discourse, thereby developing tactics for his interaction with other participants.

In a discussion, teachers help students learn to be accountable to the classroom community. Some scholars, for example Parker W.C. and Hess D.E., argued that the focus on mutual responsibility leads to content learning because it supports the development of shared understandings that are richer than those that students would arrive at on their own.²⁰

The role of a teacher in teaching English discussion

Effective discussion leadership relies on teachers' knowledge of the subject matter and of the content knowledge for teaching that serves as the disciplinary basis for instructional effectiveness with this practice. The professors of the University of Nebraska-Lincoln Aleidine J. Moeller and Theresa Catalano stated that classroom discussions do not happen meaningfully unless teachers create a supportive classroom environment that is open to questioning as well as to varying perspectives. The purposes, tools that are used (e.g., problem-solving strategies and written texts), and structures for how these tools are used vary depending on the subject matter. While generic descriptions of critical features of classroom discussions may be identified, discussions occur in content-specific contexts that cannot be disentangled from the practice of discussion.²¹

For example, a teacher might have a strong discussion skill set yet lack content knowledge of the subject under discussion. Teachers could not build a various discussion toward shared understanding of the underlying English subjects without substantial content knowledge. In the discussion of a novel or a scientific concept, the quality of discussion and its effects on learning will depend on teachers' skillful deployment of general discussion skills and strategies and on their understanding of the content knowledge that is involved.

²⁰ Parker W.C., Hess D.E. *Teaching with and for discussion // Teaching and Teacher Education*. – 2001. – № 17. – P. 273–289.

²¹ Moeller A.J., Catalano T. *Foreign language teaching and learning // International Encyclopedia of the Social & Behavioral Sciences*. – 2nd edition. – 2015. – P. 327–333.

From one point of view, the most important thing is a logical one: those teachers cannot induct students into disciplinary ways of knowing if they themselves do not possess the requisite knowledge and understanding. In practice, general and content-specific knowledge operate interdependently in contributing to the overall quality of discussion and its outcomes in student learning.

According to the article of the professor of School of Behavioral Sciences and Education Xenia Hadjioannou, a good teacher, together with their students, carefully craft and maintain classroom norms and routines that enable and encourage all students to feel comfortable in participating²².

On that basis, it could be construed that effective teaching relies both on the deployment of specific best practices and on global factors in classrooms that include classroom management and a supportive climate along with how teachers engage students with academic content. Learning through discussion clearly relies on and benefits from these integral features of instruction.

In other words, the teachers press students to elaborate their ideas, take up a select few of those ideas, encourage student-to-student interaction, guide students toward accomplishing the learning goals at hand, and conclude with a summary of the discussion that took place. A number of researchers conclude that these practices are interlaced with the teacher's awareness of the subject matter under discussion and the content knowledge related to how to teach that subject matter to particular students.

According to the article of Washington University in St. Louis, the teacher's role is not simply to encourage participation but also to guide the course of discussion throughout so that dialogue remains focused on the learning goals and on students' emerging understanding in relation to those goals²³.

²² Hadjioannou X. Bringing the background to the foreground: What do classroom environments that support authentic discussions look like? // American Educational Research Journal. – 2007. – № 44(2). – P. 370–399.

²³ Teaching with Discussions. Washington University in St. Louis. – URL: <https://teachingcenter.wustl.edu/resources/active-learning/discussions/teaching-with-discussions/> (Accessed 01.04.2020).

At the end of discussion, the teacher must make an on-the-spot judgment that takes in how the discussion has progressed and how it relates to the learning objectives, then provide bridges between the character of the discussion and its pedagogical point.

In summary, meaningful classroom discussions, the scholarly literature indicates, should be built around both students' ideas and the learning goals at hand. The teacher's role is critical for ensuring that this discussion occurs.

Reading and vocabulary knowledge

Language acquisition without reading is challenging. Reading is a good way of comprehension. Considering the processes of memory, it should be pointed out that it is included in all types of human activity, and in speech activity it occupies a prevailing role, because memory is a required condition for its realization. There is a prevailing statement in psychology that the person's organization of remembering the new material is the capability to reproduce his experience. According to Nunan D., reading is a productive way of getting the information from a text and person's own knowledge and background (gained at study or elsewhere), so that it can help to formalize the consciousness²⁴.

Vocabulary knowledge is an indispensable component for effective communication. Learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. Vocabulary is the understanding of the meaning of a word, so communication does not occur if there are no words. A broad and deep vocabulary knowledge makes students to be explicit. Through reading students see how the new words connect to other words. It is worth mentioning that students will improve their speaking competence if they have better vocabulary knowledge which they can get through reading.

Even though encouraging learners to read will lead them guessing the meanings of words, phrases from the context, and the more they read the more they will understand the meanings of sentences and concepts. Using authentic texts has a positive effect on learning

²⁴ Nunan D. Practical English Language Teaching. – Boston: McGraw Hill, 2003. – P. 68.

the target language by developing communicative competence, for example: the articles of the newspapers or magazines.

According to the article of the professors of Maasin-Ceballos, M. and Ceballos, R., during the discussion, the teacher's role is not the superior. The participation of the teacher should not represent the directive remarks. The main tool in the hands of the teacher is questions without making his own judgments eventually. Classroom discussions are built around what students say, according to what they understand from the text, while the teacher's function is critical. What the teacher does to set up and support the discussion requires close attention to specific practices. Teachers should take up student ideas, provide feedback on students' responses where appropriate²⁵.

In other words, integrating speaking and reading skills initially intensifies students' understanding of the reading material and in subsequent phases lets them apply the information they have read into authentic speaking practice that improves their fluency.

Conclusion

Communication without vocabulary will collapse. One of the most effective tools to improve the communication skills is extensive reading and reading various authentic texts during the class. Reading will help to formulate the ability to express ideas, simultaneously enlarging the size of vocabulary. Vocabulary knowledge is one of the decisive factors that will influence fluency in speaking. Reading introduces students to a wider set of language and contexts. Moreover, reading helps to build up better grammar skills. As students develop stronger reading skills, they develop more sophisticated speaking skills and then they get the success in the class discussion.

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Внедрение интерактивных методов повышения разговорных навыков студента уровня А1-А2 на уроках английского языка

Аннотация: авторы статьи акцентируют внимание на методах, которые помогают студентам приобрести новые знания, развивать уже имеющиеся навыки и усиливать их мотивацию при изучении английского языка. Авторы описывают опыт использования некоторых интерактивных методов в преподавании английского языка в вузе. Во-первых, авторы объясняют, почему выбраны именно такие стратегии. Во-вторых, ставят перед собой цели, которые собирается достичь, используя интерактивные методы работы со студентами. Далее авторы излагают приемы, используемые на занятиях, и приводят примеры заданий. Результаты практической реализации интерактивных форм и структур в обучении английскому языку показали, что все используемые стратегии стимулируют высокую степень мотивации, активизируют познавательное и творческое мышление у студентов, способствуют быстрому усвоению учебного материала и достижению более высокого качества обучения. Также почти все студенты смогли преодолеть языковой барьер и общаться друг с другом без использования родного (русского) языка. Однако, поскольку студенты не очень хорошо владеют английским языком, им было довольно трудно говорить только по-английски. Преподаватель должен был дать некоторые указания на русском языке. Исследовательская работа позволяет студентам быть активно вовлеченными в обсуждение определенной проблемы и возможность перенести знания, полученные в течение курса, в реальную ситуацию.

Ключевые слова: опыт, интерактивные методы, навыки говорения, обучение языку.

Implementing Interactive Methods to Improve Speaking Skills of Student with A1-A2 Level in English Lessons

Abstract: the authors of the article focuses on the methods to help students acquire new knowledge, develop the skills that students already have and strengthen their motivation in studying English language. Authors of the article describes the experience of using some interactive methods in teaching English at a university. Firstly, the authors explain why she has chosen these strategies to use during the lessons. Secondly, they set the aims she is going to achieve after using the interactive methods with the students. Then the authors of the article present the techniques implemented in the classes, then give examples of activities. The results of practical implementation of interactive forms and structures in teaching English have showed that all the used strategies stimulate a high degree of motivation, activation of cognitive and creative thinking among the students, facilitate a rapid assimilation of teaching materials and help to achieve higher quality of training. Also, almost all the students were able to overcome the language barrier and communicate with each other without using native (Russian) language. However, as the students don't have a lot of knowledge in English it was rather hard for them to speak only English. The teacher had to give some instructions in Russian. The researcher work allows students to be actively involved in a discussion of a certain problem and opportunity to transfer knowledge over the course into a real situation.

Keywords: experience, interactive methods, speaking skills, language teaching.

Introduction

Nowadays the development of modern methodological idea that is the basic of structural unit in educational process of a foreign language is presented as a complex act of communication. The main

purpose of that is to practice in solving problems of interaction between subjects of the pedagogical process, the main way to achieve the stated goal is using communicative tasks of various spectrum of complexity degree [4, p. 124–128].

It is well-known that procedure of communication in teaching any language may be «one-sided» and «multilateral». If we talk about the first case, it's meant the organization of educational process when the teacher encourage a student to speak and answer the questions in English [3, p. 90].

«Multilateral» communication is the typical work in groups, where each student has the chance to express himself as an independent and full participant in a discussion activity. During the «multilateral» communication in the English class at the lesson of English all the participants that are involved in the speaking activities interact with a great amount of students, thereby, revealing his potential in educational process during the lessons.

Hence, it's rather important to give students a chance not only in completing a dozen of grammar and lexical exercises, but also in organizing a discourse on the learnt topic with new words and patterns so that the students were able both of memorizing the grammatical structures and vocabulary, reproduce them in speaking, for instance, giving own opinion, making group decisions, sharing information, training in group, solving a problem, coordinating joint actions. All these and many other variants allow the students to practically learn a foreign language. It's essential for a teacher to prompt students interacting, as in this case they are able to learn new grammar and lexical material better and faster [2, p. 108–112].

However, as the experience of other teachers in studying a foreign language shows, it is not always likely to organize a speech communication on the lesson using only traditional form of working. The basic methodological innovations today are connected with application of interactive methods. Such methods are represented by special techniques that allow to learn how to make students interact with each other, including the teacher.

The key idea of interactive learning is organizing a special learning process, where all the students are interested in the process of cognition.

An exchange of knowledge, methods of activity and sharing thoughts are meant in the process [6, p. 42].

Moreover, all the mentioned ideas will appear in an atmosphere of mutual support, which allows not only receiving new knowledge, but also translates cognitive activity into higher forms of cooperation between students.

Objectives and purpose of studying is to find out if the interactive methods can be used as a helpful tool for a teacher to help the students improve their speaking skills in English, to memorize more vocabulary and grammar patterns during the lessons, overcome the language barrier, establish contact with students, motivate and encourage them to achieve the result in the end of the lessons.

Methodology and methods: practice, interactive methods (fishbowl, Brainstorming, Brownian motion, Carousel method, Discussions, Mind map).

Now let me share about my own experience of implementing Interactive methods in teaching English.

The main aims of the lessons were: 1) to improve students' speaking skill, 2) to overcome the language barrier, 3) to develop their vocabulary knowledge, 4) to learn some grammar patterns, 5) to understand how to organize working in pairs, group and teams, 6) to check if the interactive method really work.

Within the lesson with bachelor students (A1 – A2 level, philologists) the following interactive methods and techniques have been used:

- Fishbowl;
- Brainstorming;
- Brownian motion;
- Carousel method;
- Discussions;
- Mind map;
- Work in small groups [5].

Let's have a more detailed look at them.

The «fishbowl» is a kind of “performance” where the spectators play as observers, critics, experts and analysts. Couple of students act the situation standing in the circle, while the others observe and analyze it. So, for instance, studying the topic “food”, the teacher may ask

the students “Junk food – is it good for your health?” Here the students can choose their position and find some arguments to prove their positions. The task of the actors is to present the appropriate features of the special cast of people (dietician, sportsman, housemaid) and the rest students must guess which opinion the speakers demonstrate. Roles may be offered both by the teacher or by students themselves.

The brainstorming is a method where the students manage to solve this or that problem on the basis of stimulating creative activity. During brainstorming the ideas might vary from the most evident to the most absurd one. The participants of the discussion must make up as many possible solutions as they can. From the total quantity of different thoughts, the most successful are selected, which may be used in real life. The ways for implementing this method in a teaching English can be following: the teacher begins a lesson from brainstorming – Warming Up is the 1st step and then he asks students questions: What do you associate with green color? What would you do if you wanted to become a famous person? What do you imagine when I say the words like “moon”, “flower”, “birthday party”? It’s possible to implement this method as kind of meditation for students. A teacher may ask them to take pens and write down the thoughts that come to their mind according to the topic. Brainstorming is an interactive way to organize a group discussion.

Here are some steps how this method may be implemented in the lessons.

Step 1 - warm-up. For several lessons, the theme «Is it easy to follow a healthy lifestyle?» is possible to ask. The teacher suggests to hold brainstorming all the students so that to name as many the ideas that they associate with the theme.

Step 2 – dividing students into small groups.

Step 3 – work in mini-groups for 7–10 minutes. The teacher clearly sets out the problem or issue that needs to be solved. So, for instance, it is the teacher can suggest the groups to carry on a brainstorming on the problem of the task. It also possible to use a short text. For example, the it may be connected with the problem of creating advantages and disadvantages of leaving in a town or in a country house.

The task for the students is to express and write down as many ideas as possible and then, after reading the text, to draw a conclusion about the problems of living in the different kind of houses or in a different atmosphere, with different system of accommodation and other [8].

The «Brownian movement» method assumes the movement of students in the class in order to collect some necessary information on the proposed topic while working on the grammatical patterns. Each participant gets a list of questions-quests, for instance: «Interview your group-mates and find out what characteristics do they need to be a good friend» or «Who can help your classmate to cook a birthday dish?» The teacher helps with a grammar structure of questions and answers and ensures that the communication is provided only in English [1, p. 100–101].

The next strategy that was implemented in the lessons is “Carousel”. “Carousel” is a cooperative learning technique that means movement, discussion, and reflection. Here the students are divided into mini-groups and move from “station” to “station”, discussing each task as they go. Carousel is a great way to integrate kinesthetic learning into teaching process, moreover, the strategy gives students an opportunity to do a little warm-up as they stand up from their sits. It is also a nice way to encourage groups working, as students must analyze together so that to answer every question [7].

The following step which was found rather useful to use is «mental map», «memory card» or «mind map». This type of cards represents various ideas and tasks, where every single element is connected with another one. This tool allows the students to cover the whole situation as well as to keep a lot of information in the mind, memorize it for a longer period of time and students are able to reproduce the learnt material even after a long time. A mind map is an easy way to brainstorm thoughts and ideas absolutely without following the strict order or structure. It also lets to visualize and structure your ideas so that to help with analysis and reproducing it.

A mind map may be implemented as a simplified management system. It lets the students to store all their data in a classroom and to organize students’ knowledge in a visual tool. In the lessons the map is applied as not only to memorize the vocabulary, but also to have a visible structure for grammar rules.

The next strategy is a Jigsaw method. Students are separated into groups of 4–6 people to work on worksheets, which are divided into logical and semantic blocks. The whole team can work on the same material, but only one member of every group studies the topic very carefully and becomes an expert in it.

Then each group is offered to meet all the experts from other groups, and each one reports to his group about the received information. The students are interested in ensuring that their representatives fulfill their task correctly, as it might affect the final evaluation. Reports on the whole topic are given to each student individually, the entire team works as a whole mechanism. At the final stage, the teacher asks any student in the group a detailed information about the topic. Questions may be asked not only by the teacher, but also by members of the rest teams.

At the final stage, students can be asked to do a quiz. The results are summed up, and the scores go to the whole group. Also, the teacher may call the best group if he wishes. The use of this technique is also possible to implement while students work with learnt vocabulary or with some educational information. Participating in this kind of task, the students also develop their creative learning of the material.

Results

In my group such methods like Brownian movement, a fishbowl, brainstorming and mind map were the most successful as while implementing this technique the student don't have to know a lot of vocabulary or grammar construction to practice the words or a grammar pattern in speech. Most of students didn't have any problems when they were making a mind map about "food", "emotions" or "hobby" topic. They also have made a great progress to create a mind map with Present Simple and Past Simple tenses. Moreover, they enjoyed the idea of a "fishbowl" method. Firstly, they were rather shy and they didn't want to participate in the trainings. However, after understanding the game rules, they showed the interest, became really active and motivated in communication. Students recalled the vocabulary from the mind map, thereby, they were able

to learn and practice the new lexis during the classroom activity. On the other hand, the techniques like Carousel and jigsaw were rather difficult for them, as they didn't know much words to discuss the topic and find some argument "for" and "against" their taken positions. They tried to speak English, however didn't talk much. Actually, they hesitated, because they had a language barrier. They were afraid of communicating with each other in English, even using electronic dictionaries. As the topic was interesting enough, it could provoke a discussion. Unfortunately, it was mostly in Russian. They preferred talking native language most of the time, despite the prohibition.

However, on the following lessons, they were trying to communicate with each other more in English, as they knew more vocabulary than on the first lesson. On the last course their progress was obvious. Evidently, they weren't native speakers yet, but they were able to feel more confident, the students learnt more new words, some more grammar patterns. It meant they could discuss the topic "hobby", "food" and others and also could talk about the previous day using emotion words without the help of the teacher.

Discussion

This study investigated a number of interactive methods and techniques designed to improve speaking skills of students with low English language proficiency levels. The implementing of such methods let us make the following conclusions:

- 1) From methodological point of view the interactive learning had a positive influence on learning new vocabulary and grammar pattern and structure, using which students will be able communicate not only within the classroom, but also to speak on some spontaneous topics with English speakers in real life.

The students were engaged in real-life conditions where they could express themselves and they weren't afraid of doing some speaking mistakes. The students also felt comfortable enough when they must work in small groups. Some shy and quiet learners could check their knowledge and communicate with their groupmates. The students were more active? Motivated and concentrated.

- 2) From the psychological point it's become much easier for the students to feel comfortable in a friendly atmosphere. The students were able to overcome their language barrier. Also, they were ready to answer the teacher's and other students' questions. The level of tension between each other was reduced. Moreover, the students could change their activities during studying English lessons. They seemed really motivated in learning some new words and phrases with further practice in their communication.

Moreover, working in small groups allows to establish a contact between students and the teacher as well as create cooperation among students. Based on the results of this study, the researcher recommends to investigate if the multilateral communication in the English class enhance the studying process for introvert students and can the used techniques be applied to improve speaking skills of intermediate level students.

In conclusion, it should be noted that all interactive methods and techniques develop communicative skills, help establish emotional contacts between students, teach them to work in pairs, teams or mini-groups, listen to their classmates' opinion, and establish more close contact between students and the teacher. Practice shows that the use of interactive methods and strategies in a foreign language lesson relieves nervous tension among students, makes it possible to change the forms of activity, to switch attention to the core issues of the topic of employment. Ultimately, the quality of the material supply and the effectiveness of its assimilation significantly increases, and consequently, the motivation to learn English language from students.

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Подходы к аутентичным медиаматериалам для развития речевых навыков

Аннотация: статья рассматривает возможность использования аутентичных медиаисточников на уроках английского языка для развития навыков говорения у студентов неязыковых факультетов. Подчеркиваются основные психологические особенности современных студентов, основанные на проведенном исследовании, в частности, клиповое мышление, предпочтение визуальной информации и работе в режиме онлайн. Оцениваются различные подходы к классификации аутентичных источников.

Ключевые слова: аутентичные видеоматериалы, видео, развитие навыков говорения, поколение Z, визуалы, коммуникативный подход к обучению иностранному языку.

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Approaches to Authentic Media Materials for Speaking Skill Development

Abstract: the article touches upon the possibility of using authentic media materials at the English language lessons for speaking skills development of non-linguistic faculty students. The main psychological characteristics of the

modern students defined as the Generation Z based on the conducted research are described, in particular, clip thinking, preference of visual information and online format of working. Different approaches to classification of authentic materials are considered.

Keywords: authentic media materials; video, speaking skills development; the Generation Z; the visuals, communicative language teaching.

Introduction

Nowadays we live in the era of globalization which means that people all around the world are unified into a single society and function together. It considers the necessity of knowledge and understanding how to maintain an intercultural dialogue. Socio-economical changes have resulted in review of the role of foreign languages in our life. Today, languages are seen not only as a system of grammatical rules, but, what is more important, as a tool for communication. That is why developing communicative competence takes considerable place in today's process of teaching foreign languages. Nowadays students are completely different from previous generations. Methods and approaches should be adapted in accordance with their personalities.

In the Russian methodology, the significance of using authentic materials has been touched upon since 1996. The Russian scholars such as Krichevskaya K.S., Nosonovich E.V., Milrood R.P. and Voronina G.I described advantages of realia, suggested approaches to classification and adaptation of authentic materials. As it is seen from the research on the psychological features of modern students, methods of teaching should be reconsidered. In our digital era, teachers tend to seek more relevant and motivating tools. Authentic videos are widely used today at the language lessons, but there is no fundamental methodological base about how to implement them.

The article aims at underlying the importance of taking into consideration psychological features of modern students. The second goal is to analyse the advantage of using authentic videos at the English language lessons.

For the article, the method of definition and the survey were used.

The relevance lies in the fact that in Russia, there is no much research that proves or rejects the effectiveness of holistic use of video at the language lessons. Teachers start to use videos, but there is little

methodological base behind them. The next year we plan to conduct the experiment to verify whether continuous use of video materials may help to develop speaking skills.

Key characteristics of modern students

The Pew Research Centre defines people born after 1997 as the Generation Z [15]. In 2016, Sberbank and the agency Validata have conducted the research on the features of the nowadays youth. There were 18 focus-groups of family with children under 25 years from different cities of Russia. This research resulted in 30 facts about Generation Z. The following findings should be considered in the educational process in order to achieve results.

First of all, the way teenagers perceive and process information. Modern teenagers are digital natives. They have been surrounded by electronic devices since their early childhood. It means that doing things online is more convenient and habitual than offline. A majority of students manage to work on computers faster and more effectively than their teachers. It also means that there is much available information, which can be easily accessed at any time.

Secondly, constant flow of pieces of information, which change very quickly, has caused forming clip thinking. It means that teenagers are able to perceive information only when it is presented in short segments and small quantities because the average length of the attention span is 8 sec. They prefer to collect and analyse information visually rather than in a text format. Any text without icons, pictures or smiles is not likely to be read.

Finally, we need to understand the personal characteristics of modern students, their values and beliefs, self-perception and priorities. Teenagers tend to follow the trends that they see online in mass media. Since there are a lot of celebrities who tell the story of sudden and quick success, people of the Generation Z do not want to make a lot of efforts to achieve something. If the chosen path comprises hurdles, it means that this is a wrong path. The main point of living is to be happy. Teenagers believe that life should be various – work, family, hobbies, communication, self-realization. One of the main fears is that the adult

life will be boring and monotonous. People of Generation Z are eager to receive emotions, otherwise life does not make sense. The same is applicable to studying. Every person is free and able to choose what to do and not to do. Students will not do anything just because a teacher says to do it. Only if students find a task exciting and entertaining, will they be likely to conduct it. And vice versa, if a task seems purposeless and not engaging, they may refuse to do it [8].

To sum up, it is clear that teachers should consider psychological features of modern students with the clip thinking. New tools which are habitual for the Generation Z and techniques should be introduced in the lessons to engage students in the learning process. The material should be as much visualised as possible. Tasks should be diverse and meaningful.

Importance of speaking skills development

According to the Russian State Educational Standard, the following competences of school graduates should be formed in terms of the foreign language:

- a) communicative competence which is necessary for successful self-realization and socialization as a tool in the multicultural world;
- b) knowledge of socio-cultural nature of the country of the language;
- c) ability to communicate with native speakers and representatives of other countries [9].

In order to analyse whether communicative competences are being developed at school well or not, the results of the Russian State Exam were explored. It was found that speaking and writing parts were the weakest ones in 2019. There are 4 tasks in speaking part, however, it is important to notice that the first task is aimed at checking reading aloud and the other three consider monologue speech. Neither reading aloud, nor monologues include interaction which is an integral part of real communication. In analytical recommendations it was pointed out that many examinees' monologues were pre-rehearsed and contained parts of previously learnt texts [3]. It is possible to conclude

that school teachers of English train pupils just to do typical exam exercises, meanwhile real communicative competences are not being developed.

Richards J. C. in the article “Communicative Language Teaching Today” emphasises the distinction between communicative and grammatical competence. Richards J. C. defines grammatical competence as “knowledge of the building blocks of sentences and how sentences are formed”. Although this is an important dimension, this knowledge is not enough in order to communicate successfully. Communicative competence includes the following components:

- a) knowing how to use language for a range of different purposes and functions;
- b) knowing how to vary our use of language according to the setting and the participants;
- c) knowing how to produce and understand different types of texts;
- d) knowing how to maintain communication despite having limitations in one’s language knowledge [20].

Today, teenagers are exposed to English a lot. They may watch videos and movies, read web resources and classic literature, they may communicate in English in social networks. All the above-mentioned contribute to developing almost all the skills: reading, listening and writing. Meanwhile, students are not likely to speak English outside the classroom. That is why teachers of English need to pay special attention to developing speaking skills, engaging all the students to participate in the lesson actively.

Authentic materials at the English language lessons

Modern educational process is based on communicative language teaching, which is aimed at immersing students in language environment as much as possible. Authentic materials might be used as one of the tools teachers can use for this purpose. The topic of authentic materials was touched upon by the Russian scholars and the foreign methodologists.

According to Scrivener J., input and learners output might be restricted or authentic. Restricted output considers controlled practice, whereas authentic output is usually more natural interaction. It may include such tasks as: discussions, negotiations, role-play in a real-life situations. The author describes many communicative tasks which develop speaking skills. He states that such activities should engage students in interaction in realistic and natural way. Scriveners J. writes that authentic materials have become very popular. It happened as a reaction on unnatural texts previously dominated in students books [21].

Thornbury S. writes that students should be exposed to the examples of spoken language. Usually, learners listen to recordings which were created especially for the educational purposes. The problem is that such recording are traditionally designed in a idolised way. It means that they lack in features of real-life interactions, such as pause-fillers, back-tracking, turn-taking and so on. The authentic conversation consists of relatively long sentences, ungraded language and includes a good deal of ellipsis. Thornbury S. emphasizes difficulties which may prevent teachers from using authentic audio materials. If they are not recorded in a studio they may be not audible. In terms of media materials (interviews, TV talk shows, reality show), first, there is a question of copyrighting. Second, sometimes the meaning is not clear if it is teaching outside an English-speaking context. Third, shows are usually directed at a very specific audience and make no concessions to those who are not familiar with the context. Last, conversations are often meandering, inconsequential and highly colloquial. The author draws on the research of conversational openings and closings in a New Zealand soap opera and coursebook dialogues and comes to the conclusion that extracts from films where the speech sounds natural might be a good source for supplementing coursebook material.

As a compromise, Thornbury S. suggests making our own recording, using our teaching colleagues. In this case it is possible to record naturally-occurring conversation with pauses and overlaps, hesitations and repetitions. According to the author, it might be beneficial to show learners that even proficient speakers have to make real-life adjustments [23].

As opposed to Thornbury S., who believes that authentic materials can be designed by a teacher with keeping features of the real-life speech, such scholars as Krichevskaya K.S. [2], Nosonovich E.V. [4; 5; 6], Milrood R.P. [5], Voronina G.I [1]. state that materials can be considered as authentic only if they were created by native speakers and are used in educational process without editing or corrections. Authentic materials relate to the means of teaching which are able to get students closer to the cultural environment. These materials are: original literary, artistic and musical compositions, realia (clothes, furniture), tickets, advertisements, menus and so on. Use of such materials aims at providing students with real objects and stimulating active meaningful communication. For example, students can be asked to role-play an episode in a restaurant using the real menu.

Krichevskaya K.S. describes criteria for selecting authentic materials: they should be culturally and socio-culturally valuable, they should be typical and well-known, they should be oriented toward the current reality, they should have a topic and functions. Taking into account the aforementioned, authentic materials were grouped according to their content and functions in real life:

- a) educational-professional sphere (program of education, vacancies);
- b) socio-cultural sphere (posters of films, entrance tickets);
- c) everyday routine sphere (pictures of household appliances, instructions);
- d) trading-commercial sphere (recipes, invoices);
- e) family sphere (postcards, letters);
- f) sporting-healthy sphere (advertisements of gyms, posters of sport events) [2].

The scholars Nosonovich E.V. and Milrud R.P. agree that using authentic materials is crucial in the process of teaching English, however, it may be problematic with lower level students who only begin to learn lexis and grammar structures and effectiveness of the perception is likely to decrease. That is why the authors suggest that adaptation of authentic texts is a reasonable solution. They describe the main characteristics of the authentic texts in terms of language:

- a) structural authenticity;
- b) lexical authenticity;
- c) grammatical authenticity;
- d) functional authenticity [4].

Nosonovich E.V. and Milrud R.P. also state that when adapting materials it is also vital to keep content authenticity. They list the following aspects:

- a) cultural authenticity;
- b) informative authenticity;
- c) situational authenticity;
- d) authenticity of the national mentality;
- e) authenticity of format and presentation;
- f) authenticity of the tasks for the texts [5].

Ashboeva D.A. and Ashirboeva M.R. classify adapted authentic materials:

- a) semi-authentic texts;
- b) edited authentic texts;
- c) roughly-turned authentic texts;
- d) near-authentic texts [10].

Having analyzed the resources about authentic materials, it is possible to conclude that in the Russian and foreign methodology all the scholars agree that the use of authentic materials can be beneficial, but there is no single approach to defining and classifying them. We would like to present one more classification of authentic materials offered by Gebhard J.G.:

- a) listening-viewing materials (cartoons, video, songs);
- b) visual materials (photographs, street sings, X-rays);
- c) printed materials (newspaper articles, advertisements, schedules) [19].

Taking into consideration the recent development and availability of digital technology Gebhard J.G. suggests including audio and video materials in a separate group. We agree with the scholar because we believe that the modern students are accustomed to these media materials and that videos and recordings may be used as an effective tool for the speaking skill development.

Authentic media materials at the English language lessons

In order to verify preferable sources for learning the English language the survey was conducted. Fourteen bachelor degree students of the second course of the journalistic faculty (non-linguistic faculty) were questioned. As it was expected, most of the students chose video materials: Youtube videos, BBC videos, TED talks, Interviews, news summary (see illustration 1).

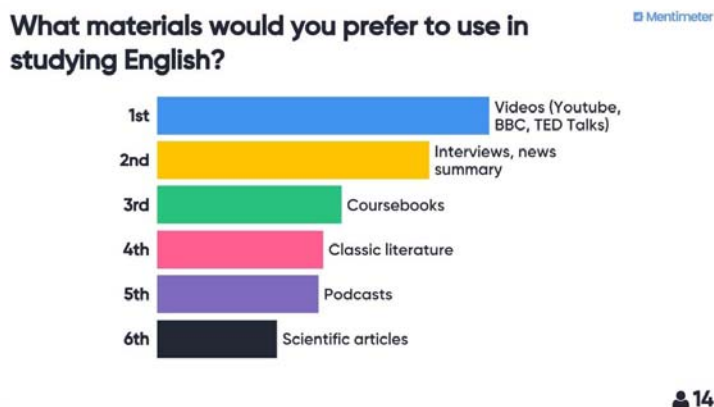


Illustration 1

As we can see from the graph, students prefer video materials which confirms that the Generation Z perceive and process information better through watching videos. Certainly, the English language teachers should consider this fact and use videos as a tool for skills development. Among the videos, we may distinguish authentic and study videos. In this article we would like to focus on authentic videos because they have the following advantages:

- a) they are meaningful and relevant to students, which raises the motivation to watch;
- b) they provide exposure to authentic language;
- c) students listen to a variety of accents and features of connected speech;
- d) they may be used as a basis for further discussions and debates.

On the other hand, a teacher may face with some difficulties when working with videos. First of all, there are a lot of videos on the Internet and not all of them are appropriate or qualitative enough to be used in the educational process. A teacher has to choose the video from reliable sources as well as to provide students with the such sources. There is the list of sites with proven information: BBC news [11], CNN news [13], Critical past [14], Black and white movies [12], TED talks [22].

The second thing that should be taken into consideration is that if we ask students simply to watch a video, news summary or a film, it will not be very efficient and useful. From the methodological point of view, a teacher needs to give a task for students to do before, while and after watching a video. Titova S.V. suggests that there should be six steps of designing a task based on video materials:

- a) to formulate an aim and outcomes;
- b) to choose the video according to CEFR;
- c) to formulate tasks for every stage of working with the video;
- d) to formulate assessment criteria;
- e) to formulate tasks themselves for students;
- f) to formulate questions for students' self-reflection [7].

What is more, there are sites that helps students to edit videos and design tasks inside a video. For example, to add a multiple choice or an open-ended question regarding the grammar point that has been just used or studied lexis and even pronunciation. Some other websites, such as Ed.Ted allows to create post-watching questions aimed at critical thinking and brainstorming ideas that may be used for further group discussion. Some examples of sites for video editing are mentioned below: Educational Ted talks [17], Ed Puzzle [16], ESL video [18].

Having studied the subject of video being used at the English lessons, we realised, that there is no much research dedicated to this topic in Russia. We believe that teachers may face with many constrains such as syllabus requirements, shortage of time or lack of methodological recommendations which may prevent them from using videos at the lessons. We also suppose that in the modern digital era the role of video is underestimated and that it should be used as a tool for skills development.

Conclusion

In conclusion we would like to say that speaking skills development requires special attention from teachers. Authentic media materials, particularly videos may be used effectively at the English lessons as a tool for developing language skills. First of all, within the communicative approach, authentic materials will help to immerse students to the environment of the studied language. Second, they will provide exposure to authentic language and different accents of native and non-native speakers and features of connected speech. Third, since we deal mostly with students defined as visuals, presenting new information in the video format will provide better perception. And finally, real life videos may be used as a ground for further discussions and debates, which leads to speaking skills development.

It was found out that there is no single approach to defining and classifying authentic media materials. The subject of videos is relevant, but there is little research about effectiveness of using them and the lack of methodological base. We plan to conduct the experiment with bachelor degree students of non-linguistic faculty in Moscow Pedagogical State University whether holistic use of video will help to develop the students' speaking skills.

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Подход к совместному обучению: ключевые особенности, возможные проблемы и решения

Аннотация: в статье рассматриваются основные принципы и черты кооперативного обучения как особого подхода в обучении английскому языку студентов неязыковых вузов. Приводится обзор и анализ встречающихся в контексте и в ходе применения данного подхода трудностей; предлагаются соответствующие конкретные способы их преодоления. Готовность предвидеть и своевременно преодолевать вызовы и затруднения, возникающие на пути образовательной миссии учителя, рассматривается как часть его профессиональной компетентности.

Ключевые слова: навыки XXI века кооперативное обучение, коммуникация, сотрудничество в обучении, техники преодоления вызовов.

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Cooperative Learning Approach: Key Features, Possible Problems and Solutions

Abstract: based on modern English sources, the article presents an overview of the basic features of cooperative learning approach in TEFL. It proposes a short outline of possible solutions and techniques for overcoming most

common problems, which may occur in implementing the cooperative learning in English Classroom at nonlinguistic university. Foreseeing and preventing life challenges in implementation of educational mission is viewed as vital components of teacher's vocational competency.

Keywords: 21st century skills, cooperative learning approach, communication, collaboration, educational collaboration, teaching issues solutions.

Communication skills are crucial for solving tasks and achieving goals in business and social life. Therefore, it is absolutely vital for new generation of learners to develop 21st century skills. The so-called 4 C's of the 21st century skills are critical thinking, creativity, communication, and last, but not least, collaboration [9, p. 7–29]. Developing all these features should pave the way to success. The present article will focus on the fourth 'C', which is collaboration – students' abilities and skills of working together in order to achieve a joint goal.

The significance of business collaboration has been pointed out by many authors. One of them is James Surowiecki – American writer, who stated that "...a large group of diverse individuals will come up with better and more robust forecasts and make more intelligent decisions than even the most skilled 'decision maker'" [12, p. 33]. Contributing to the group work and sharing responsibilities helps students to progress towards initiative and leadership. Cooperative learning approach helps to organize education process so that students use the opportunity to develop collaborative skills.

The idea of cooperative learning is not new. Back in 1940s such psychologists as K. Lewin and J. Dewey claimed that working and learning in groups influences positively not only the development of students' knowledge, but also their success outside the classroom. Cooperative learning approach tries to arrange academic and social learning experiences the way, that overall productivity of group work becomes more efficient [2, p. 39–51].

Any student at any educational system faces three basic interaction patterns teacher – student, curriculum – student, and student – student, and since the first two types have risen to dominate the educational discourse, the last one seems to be less noticed [10, p. 23]. The fact of sharing same interests drives students to progress, and vice versa – without mutual support students become *negatively* interdependent, which causes relations of conflict. By managing lessons cooperatively,

teachers have higher chance to create a positive interdependence among students, as well as an individual accountability, as every student feels responsible for one's piece of work [5]. In cooperative learning approach students are seen as active participants, whereas teacher plays roles of moderator and facilitator, rather than information provider, as it used to be within a more traditional lesson.

It is necessary to mention that cooperative learning is a structured approach that employs various activities to promote students' development of so-called HOTS – analyzing, evaluating, creating [7, p. 303]. Therefore, it requires a lot of effort from the teacher to arrange a lesson within a cooperative learning approach. The process of implementing this approach is divided into three stages:

I. Pre-implementation

1. Stating clear objectives – the instructions and outcomes should be precise, so that students are guided through the task to the finish line.
2. Establishing appropriate group size – depending on the age of students the size of the group should vary, generally, it is suggested to create groups of 3 or 4.
3. Arranging seating – while frontal and pair work can be performed in some traditional seating arrangements, group work require some changes, which may be taken into an account beforehand. Some examples of alternative seating arrangements – horseshoes, 'enemy corners', 'buzz groups' [11, p. 62–64].
4. Deciding on groups' members – teacher assigns students according to their level and personal characteristics – if group a few active students and a shy one, the last probably would not take part in the conversation as much, as the others.
5. Preparing materials – it promotes interdependence and makes much easier for students to contribute to the group work, if they have visual aids (hand-outs, realia, pictures, etc.), especially while using jig-saw technique.

II. Implementation

1. Assisting – although students should work with each other, at some points they may have some problems, concerning language, for example, and teacher's role here is to consult and

help, where necessary.

2. Monitoring – teacher should move around the class in order to monitor students' behaviour.

III. Post-implementation

1. Reflecting – at this stage teacher should summarize all the key points of the work done by students. Also, it is an opportunity to analyze what can be implemented in the next lesson, and what should be omitted, as not all techniques work well on every group.
2. Evaluating – for grading students' work teacher can use a rubric, which should be created in advance. Also, it is possible to negotiated the content of a rubric with students [8].
3. Another point that plays pivotal role in preparing to the lesson within cooperative learning approach is *foreseeing problems*. There are several major issues worth taking into consideration.

Issue 1. Students' truancy

Ideally, lessons are planned according to the initial number of class members, although, most likely someone would get ill, or have some other problem, which can ruin the whole plan. How to avoid it? Have a backup plan, where the interaction pattern can be different (for even and uneven number of students), or prepare an extra task in case the initial activity will be omitted. For the absent student to keep up with the others have a shared space on the Internet (like Google Doc, or Nearpod) where they can catch up on the materials.

Issue 2. Disparity in learners' contribution in educational activity

No matter how well students will be engaged into the task there always would be students, who like to sit back and those, who are eager to take over the majority of the task. Rarely, the problem in this case concerns the unwillingness of students to work, most of the time they simply don't know how to collaborate. To prevent this, firstly, the collaborative skills should be taught. It is worth focusing on, even if it means spending extra-curricular hours. Secondly, it is better to start off with shorter and simpler tasks, probably, within PBL approach for students to practice and get used to the format. Thirdly, teacher should state clearly what students' and teacher's roles are, this way students would know, what

they are expected to present as their task solution. Teachers are advised to make it visual – outline the roles and responsibilities on the board, so they are there during the whole time.

Issue 3. Conflicts within group of students

Conflicts within academic group definitely do not help the productivity. Interpersonal relationship really matters and affects the lesson more than we think. If students do not feel psychological safety, their enthusiasm will wane immediately. So for better and healthier learning environment students should feel comfortable around each other and here are some ideas how – focus on team-building via some games, like ‘lap circle’, ‘human machine’ or ‘poker face’. Also, track students’ mood after each group activity, that way the problem can be indicated straight away and worked through later individually with each student.

Issue 4. Time management in English Classroom issues

Whether it is an environmental issue (for example, inappropriately small classroom, providing no opportunity for seating rearrangement, etc.), or student’s behaviour (off-task activities, off-topic discussions, inappropriate use of devices by students, etc.), there are ways to save the cooperative educational activity time. A teacher could set a timer or use an online stopwatch. It normally helps both students and teacher to track and control the performance. If students are having a way too much fun, but not on the assignment, a teacher should try to reconsider and modify the task – maybe it is not engaging enough, too hard, or too easy? [3]

Issue 5. Disproportion in educational styles

Excessive and disproportionate amount of overdone cooperative tasks may finally cause emotional burnout, exhaustion and irritation in students. The general amount of cooperative learning tasks should be taken into account, because constant collaboration can create a group-hate complex, which is “a feeling of dread that arises when facing the possibility of having to work in a group” [1, p. 477]. In education process in general, and in cooperative learning in particular, the element of novelty is really important, so after a few modules of implementing cooperative tasks it is advised to give students a break from such assignments [8].

Conclusion

Summing up, cooperative learning is an approach that helps developing students’ knowledges, communicative competency and social skills in various modes of interaction with fellow-students. Students are encouraged not only to rely on the group and work together as a team, but also to contribute to their individual accountability and take full responsibility for their own learning activity outcomes.

There are three groups of tasks a teacher should solve, divided into stages of pre-implementation, implementation and post-implementation. Sound organization and management of students’ cooperative learning is based on thorough elaboration of its implementation stages, foreseeing troubles and taking effective measures by applying appropriate teaching techniques and teacher interventions (if necessary). There are five groups of cooperative learning issues (such as student truancy, disparity in learners’ contribution, in-group conflicts, time-management issues, disproportion in educational styles) and corresponding solutions, presented in this overview. Foreseeing and preventing life challenges in implementation of educational mission is viewed as vital components of teacher’s vocational competency.

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Преобразование уроков английского языка в пространство мышления и обучения более высокого порядка

Аннотация: статья посвящена развитию навыков критического мышления у студентов высшей школы на уроках английского языка. В своей статье мне бы хотелось рассказать о важности навыков критического мышления для студентов и обозначить возможные методы их развития на уроках английского языка. За последние несколько десятков лет роль университетов трансформировалась и привела к новому пониманию задач

учебного процесса в контексте новой парадигмы, которая предполагает, что современному обществу нужны выпускники высших учебных заведений, обладающие не только профессиональными навыками, но и умением мыслить креативно и независимо, то есть мыслить критически. Данная концепция может быть отражена и на уроках английского языка. Основной целью статьи является рассмотрение возможных методов обучения английского языка, которые способствуют развитию навыков критического мышления. Помимо этого, в статье рассмотрены теоретические аспекты понятия «критическое мышление» и возможности его развития. Для достижения цели были использованы такие теоретические методы, как литературный обзор, анализ и синтез. Выводы статьи освещают конкретные техники, которые могут быть внедрены в учебный процесс.

Ключевые слова: критическое мышление, английский язык, высшее образование, изучение иностранного языка, карта аргументаций, дебаты.

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Transforming English Language Classes into Spaces of Higher-Order Thinking and Learning

Abstract: during the recent decades the amended role of higher education institutions led to new understanding of what students need in the study process. As a result, the approaches to teaching have to meet the new paradigm. Nowadays the modern society needs the graduates, who possess not only a number of professional skills, but also an ability to think creatively and autonomously, therefore to think critically. This concept should be highlighted in the field of EFL, like in many other fields of education such as mathematics, history and geography.

The main aim of this paper is to consider possible teaching techniques that enhance the environment in EFL classes for critical thinking (CT) development.

Apart from that, paper explores the notion “critical thinning” skills from different aspects and the possibility of their development. A number of theoretical research methods were used in the paper, such as literature analysis and synthesis.

The results of the current study outline the theoretical framework of the notion “critical thinking” as well as the possible benefits that students with a critical mindset are likely to explore in academic environment and everyday life. The teaching techniques for meaningful learning that enable students to foster their critical thinking in EFL classes have been described as a contribution to the main curriculum.

Keywords: critical thinking, EFL, higher education, second language acquisition, argument mapping, debates.

Introduction

The unprecedented expansion of higher education in recent decades has focused attention sharply on the processes and outcomes of higher education, including criticality. By criticality, we mean critical thinking skills, creative thinking, critical self-reflection and critical action. Over recent decades, however, there has been developed a sense that modernity requires more questioning stances among students, if higher education is to fulfill its potential in the forming of a constantly changing society (Davies, 2015). Universities seem to have a role ‘not simply to reproduce social or cultural values, but also to problematize the cultural models of society with which they contend’, and academics (and, one assumes, those they teach) are seen not as ‘reproducers’, but as ‘transformers of society’s cognitive structures’ (Delanty, 2001).

In Federal state educational standards the necessity of knowledge acquisition is highlighted as well as the development of personality (FGOS, rev. 2019). Within the framework of the English language learning and teaching it means that the main aim of teaching process at the university is not only to form a linguistic competence in EFL classes but also to develop critical thinking skills that will enable to expand students knowledge in other subjects and to solve complex tasks and to work creatively. In fact, language learners who have developed critical thinking skills are capable of doing activities of which other students may not be capable, and

through managing ways of assessment and implementing specific teaching techniques, English language teachers can help learners to develop critical thinking skills. Consequently, the objectives of the curriculum should go beyond linguistic factors to develop critical thinking among learners language. Development of these skills will endow students with the capability to reflect not only academically, but also in social and interpersonal contexts where adequate problem-solving and decision making are necessary on a daily basis. So that, nowadays enhancing critical thinking in learners is considered one of the foreign language teachers’ tasks and critical thinking should be introduced and gained a high position in EFL classes settings.

Another important reason for fostering critical thinking in Russian students is to develop them into successful learners that achieve their goals of learning. Since education is the key tool to realizing the economic goals of a country (Benesch, 2008); the Russian Federation focuses on the development of its citizens ‘through education’ (Federal law about Education in the Russian Federation).

Needless to say, that critical mindset is also of great importance for everyday life, especially in era of the Internet. In light of accelerated development of technologies and diverse information learners are faced with increasing volumes of information that cannot always be easily evaluated. Whether we obtain the information from social media, science trusted channels or journals we should be more conscious nowadays in order to distinguish the trustful sources. It seems to be even more difficult for L2 learners when they should analyze and evaluate the information in language, which is not their native. Since the need not only comprehend and memorize certain facts using lower-order thinking skills but also take into account various meta aspects that influence the meaning. To make sense all of that, students need critical thinking skills, which imply higher-order thinking skills (Bloom, 1956).

Mentioning the prospective benefits for students with critical mindset, it’s also of great importance to consider possible limitations within the concept of development of critical thinking skills in EFL classes. Many different factors can affect learners’

critical thinking skills. The types of the task implemented during the course and the lack of vocabulary are among these factors. There are still discussions whether the critical thinking should be taught through embedded approach – where the critical thinking skills are taught in indirect ways without spelling it out to students or through the infusion approach – where critical thinking skills are taught manifestly using the discipline's content. The place of CT discipline is also a disputable question. Some scholars think that it should not be presented to students as a separate subject at higher education level but can be implemented into core curriculum. What is more, it can be taught as a number of special tasks within various school or university subjects in all areas of life and learning. There is also another point of view that it should be a separate discipline such as maths or geography (Facione, 2020). The low level of English language might also be an obstacle both for students and teachers to implement the special techniques for fostering CT skills. The exercises should be carefully adapted to the level of students and the type of tasks may vary significantly. Therefore, one of teachers' responsibilities is to help learners develop critical thinking abilities by engaging the students in dealing with tasks that stand for reasoned judgment or assessment, helping them to develop intellectual resources and providing the environment in which critical thinking is valued, students are encouraged and supported in their attempts to think critically.

Objectives of the study

The aim of this article is to share both theoretical and practical ideas about critical thinking and its application within English language teaching. Having said that, this study focuses on the following objectives:

- Analyze the notion of critical thinking and critical thinking skills and the theoretical framework of their development in EFL classes.
- Outline the teaching techniques that encourage students to develop critical thinking skills.

Methodology

A complex of complementary research methods was used to achieve objectives: Theoretical methods: analysis and evaluation of foreign and Russian, philosophical and normative literature; specific philosophical, psychological, educational, scientific and methodical literature analysis and study on research issues; analysis of methodical documentation, general theoretical methods of analysis, synthesis.

Results/Findings

Critical thinking skills

Defining critical thinking might seem difficult, especially because during the last three decades the term tends to be used repeatedly without actually reflecting on its true meaning. Since 1933 when this term was introduced for the first time by John Dewey, there is little agreement about one definition of this phenomenon. According to Educational Psychologist Dr. Linda Elder, it is an ongoing process of intentionality in thought and behavior that individuals continually practice, but never perfect. Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way (Elder L., 2007). One of the latest definitions of this phenomenon states that critical thinking implies the objective analysis and evaluation of an issue in order to form a judgement (Oxford online dictionary: 2018). There are also other definitions of the critical thinking but The Delphi Committee which includes 46 experts in this field analyzed all of them and came up with the definition that was widely accepted by the scientific society. Critical Thinking – is a purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based (Facione, 2020).

Giving the general panorama of recent literature about critical thinking definitions the core critical thinking skills should be outlined. According to the executive summary of The Delphi Report, the CT includes core skills such as analysis, evaluation, interpretation, explanation and inference (Facione, 2020). So that, critical thinking

skills require careful and intentional development of specific skills in processing information, considering beliefs, opinions, solving problems, using creative skills. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it”.

Having outlined the abilities that indicate critical thinking skills, we can state that critical thinking skills might be developed throughout life. This conclusion emanates from the characteristics described above. Apart from that, we also can summarize that critical thinking abilities mentioned above require the use of quite range of vocabulary. Consequently, critical thinking skills development techniques can only be useful for students of pre-intermediate and above levels.

Nevertheless, another issue that should be taken into consideration, it is a use of L2 language. This component makes the process of enhancing critical skills more complex. Therefore, we should first keep in view the correlation between English language learning and critical thinking skills development, which is considered by the number of scientists.

Social constructivism indicates that the development of mind depends on social interaction, where language is used (Vygotsky L.S., 1960). Therefore, since language and thinking are interrelated and interdependent, developing each other; language teaching that involves two of the highest cultural tools of mediation (L1 and L2) has a higher capacity for developing thinking skills.

Another experts of critical thinking (Abrami P.C., Bailin S. et al., Ennis R.H., 2001) exemplify how the interdependent interrelationship between language learning and thinking provides the necessary affordances to develop critical thinking in L2 learners. In light of that, L2 learning can be considered as an essential tool that contributes to develop critical thinking.

Many educators and researchers have also believed that engaging in critical thinking requires the relevant skills and dispositions (Lantolf J., 2004), and it has consequently been suggested that these skills can be taught. According to Facione (2000), the possession of skills enables

us to perform better. In the case of thinking skills, these can improve the quality of thinking and facilitate more effective thinking. The skills mentioned above used to assess whether or not ideas are reasonable, which include accurate observation and reliable resources for assessing basic information, the use of causal explanation, prediction, generalisation and reasoning via analogy to achieve inference, and the use of conditional reasoning to make deductions. For example, critical thinking development can take place if students are given the task involving such critical thinking strategies as ‘finding the main argument’, ‘giving reasons and evaluating evidence’, or ‘recognizing contradictions’, or ‘distinguishing fact from opinion’, etc. Now we are going to overview some techniques based on the abilities the critical thinking skills entitle. These techniques can be incorporated in EFL classes curriculum in order to create the environment that fosters students critical thinking skills.

Problem solving and argument mapping

One type of instruction that seems to be showing significant promise in this regard is a problem-solving tasks including argument mapping (AM). Problem solving often includes decision-making or decide in a reasonable and reflective way what to believe or what to do. Therefore, problem solving emphasizes use of critical thinking skills like interpretation, analysis, evaluation and inference leading to self-regulatory judgment. In order to do this a student should provide some arguments that can be analysed. This can be done using an argument mapping, also known as argument diagramming or argument visualization, is visually depicting the structure of reasoning or argumentation (Davies M., 2011). A vast number of topics can be used as problem-solving tasks. Such complex problems as a climate change and robotics role in our life can offer students a myriad of opportunities to analyze an issue critically. By asking students to look at benefits and drawbacks of a controversial issue, a teacher forces them to consider real world problems that impact their daily lives in a critical way. It can be units on online medicine or using internet, for example, a variety of texts (including articles, graphs, maps, and video clips). Students can evaluate each argument by explaining the initial contention by

a number of reasons, objections and co-premises. Classroom problem solving activities need not be dull and routine. Ideally, the problem solving activities you give your students will engage their senses and be genuinely fun to do. This technique can widely used both in speaking and writing activities. For example, it might be a great tool for argumentative essay planning as it helps to organize thoughts.

Argument mapping can also be used a separate technique for critical thinking skills development. The most common type of exercise involves providing a short text and requiring the student to identify and map out the argument it contains or to find the main argument or to separate fact from the opinion. This can be surprisingly difficult, even for philosophers and others with prior training in argument analysis. Another common type of exercise is requiring students to develop an AM representing an argument of their own creation, which may be preparatory to drafting an argumentative text.

Debates

According to some scientists critical thinking skills may be taught at university focusing on more than just work “in isolation—perceiving, thinking, and drawing inferences—but rather how to participate in groups of people attempting to reason together” (Journal of Leadership Education, 2009). It is description that offers a seemingly perfect segue to introduce the notion of academic debate as a tool for critical thinking and creative skills.

Debates can be utilized as a method to teach students critical thinking skills. Turnposky (2004) found three connections between critical thinking and debating as tool for learning: peer interactions, analysis, and increase metacognitive skills. Higher-order functions are developed as a result of peer interactions. Meaningful learning will take place when students utilize Blooms Taxonomy during debates. Debating is an activity that helps increase the level of metacognition. Setting students up in cooperative activities prior to debates increases the peer interaction. There are a lot of activities with debates in communicative approach for the sake of fluency development. At the lesson with the aim of critical thinking development this activity might have distinct instructions and outcomes. Needless to say, it's

of great importance to outline the rules for the students. These types of activities enable students to examine the strength of the arguments, their effectiveness, to read between the lines and distinguish an opinion from the fact. Debates also can be used as a tool for problem-solving tasks or as a separate task, which implies use of argument mapping. A useful planning strategy for a speaking debate or a discourse essay is to consider not only which points will form the basis of an argument, but also possible objections and co-premises there are to these points. Learners practice interpersonal and communication skills, including oral and written communication, group cooperation, leadership, conflict resolution, finding arguments and counterargument, facts and opinions, examining sources and etc. Debates can be also presented in a role play in order to boost students creativity.

Discussion

In the context of language learning, critical thinking mindset endows students with a vast number of benefits. When they are equipped with critical thinking skills to increase their academic proficiency, and prepared for future employment, which enable the achievement of academic, professional, and socio-economic goals, contributing to the success of the national goals of education. Therefore, one of the reasons to develop critical mindset is that this help students become more autonomous either in language learning, or in other domains of learning. They adopt the habit of questioning rather than simply absorbing the information. Apart from that, it increases the learner engagement and motivation in the classroom. Students who engage more deeply with ideas will also process the language more deeply when they use it to express ideas.

Incorporating critical thinking skills into EFL classes seems to be challenging for teachers, as their primary goal is to develop linguistic competence and make sure the students acquire the knowledge. Whereas the concept of critical thinking skills development refers to extended paradigm of English language teaching and learning. Critical thinking requires deep knowledge, and the ability to apply that knowledge to new, or authentic situations. In order to outline

the teaching techniques that can enhance critical thinking skills we firstly considered the definition and the main characteristics of this notion and the interrelation between L2 and critical thinking skills development.

Having said that, we concluded that with a critical thinking objective in mind, traditional Presentation-Practice-Production approach is not effective enough. By including a critical thinking objective, teachers are expected not only to plan a more inquisitive mode of learning new linguistic phenomena but also to engage their students' in an interactive activity focused on various issues which can be of interest to a particular group of students like world events or problems of personal character. Critical thinking is ideal for intermediate and advanced students. Elementary students are very likely to have lack of vocabulary to participate in various critical thinking activities. It doesn't mean that the students cannot participate in relevant activities but the type and number of excises tend to be more limited. The teacher should also rely on the students' previous experience, by asking question for clarification in order to make the issue clearer, more accurate and precise, by comparing opinions, by identifying the underlying factors, etc. The teachers should give students ample opportunities to develop their critical thinking skills. This can be done by implementing tasks on problem solving and using argument mapping and debates. The key idea while using these techniques is to encourage students always support their ideas and statements and look at the issues from different perspective, try to consider them creatively. All this has an effect on the quality of arguments and thinking, thus becoming personal practice in using a foreign language and thinking critically at the same time. The teacher can also invite students to bring their own academic interests and expertise into the classroom during their participation in debates. As a result, students may benefit from perceived increased communication and critical thinking skills. Cultivate an atmosphere of sharing insights from other fields and encourage students to take what they learn in language classes back to their other courses. Therefore, for the sake of critical thinking development, it is crucial to consider the types of activities from the point of view of how they contribute to the intellectual

development. Based on the above discussion, it is clear that teachers can teach students to think critically by introducing the relevant skills, cultivating their dispositions, and creating the opportunities for them to engage in this reflective, problem solving and decision-making process.

Further research of critical thinking skills development implies the empirical application of techniques mentioned above at Moscow Pedagogical State University followed with a practical experiment. The implications of study will apply both qualitative methods and quantitative. With qualitative description such as classroom observation, field notes and interview, it is the nature of the collected narrative that will be described. Then, with quantitative description, the numerical nature of the collected data will be delineated.

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Организация учебного процесса с учетом нейрофизиологии учащихся: роль стресса в усвоении информации при обучении

Аннотация: в поисках новых эффективных педагогических стратегий и с целью развития профессиональных компетенций современные педагоги все чаще стремятся к междисциплинарному сотрудничеству со специалистами других наук. Эта статья, являясь результатом таких поисков, предлагает краткий обзор когнитивных процессов, происходящих под влиянием состояния стресса, а также предлагает ряд стратегий для оптимизации психофизического состояния учащихся и повышения продуктивности их обучения.

Ключевые слова: нейрофизиология, нейропедагогика, образование, стресс, внутренняя мотивация, память, обучение иностранным языкам, организация образовательного процесса.

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Organization of the Educational Process Taking into Account the Neurophysiology of Students: the Role of Stress in Learning Information Assimilation

Abstract: modern teachers constantly seek for interdisciplinary cooperation with specialists of other fields in search of innovative strategies and in order to develop professional competencies. This article, resulting from such searches, offers a brief overview of stress-related cognitive processes,

and also presents a number of strategies to optimize mental and physical condition of students and increase productivity of their learning.

Keywords: neuroscience, neuroeducation, education, stress, intrinsic motivation, memory, language teaching, classroom management.

За последнее столетие связь между методикой преподавания и когнитивными науками, такими как нейропсихология и нейрофизиология, стала не просто ощутимой, а неразрывной, настолько, что сегодня трудно встретить преподавателя, который в той или иной степени не был бы знаком с базовыми принципами работы мозга при обучении [12]. Стоит отметить, что параллельно растет и уровень искажения, или «мифологизации», результатов исследований мозга, например уже глубоко укоренившийся в образовании миф о стилях обучения, а также о том, что человек использует только 10% мозга в любой своей деятельности [6]. Так или иначе, в современном педагогическом сообществе принято знать основные принципы когнитивных процессов человека и вместе с тем, руководствоваться этим знанием на всех этапах методической работы, начиная с планирования урока и заканчивая организацией учебного процесса в классе. Таким образом, все больше преподавателей вступают в сотрудничество с нейрочеловеками, работая над междисциплинарными исследованиями, приобретая компетенции специалиста на стыке двух наук – педагогики и когнитивистики. Так, развивается относительно новая наука – нейропедагогика [2, 3, 4]. На сегодняшний день, благодаря совместной работе специалистов разных отраслей и стран, обширная теоретическая база этой научной области предлагает практикующим преподавателям значительный набор инструментов для совершенствования профессиональных компетенций и пополнения своего методического арсенала [5, 11, 13].

К сожалению, несмотря на высокую степень теоретической разработанности темы в мире, в российской педагогической среде уровень практической реализации знаний о мозге все еще сравнительно невысокий. Поэтому целью этой статьи является популяризация когнитивного подхода в образовании, для реализации которой, в данной работе анализируется влияние стресса на когнитивные процессы запоминания и усвоения

учащимися новой информации в рамках образовательной деятельности.

Но прежде чем перейти к анализу понятия стресса и его роли в обучении, следует дать определение процессу обучения актуальному для этого исследования.

Процесс обучения заключается в приобретении индивидом новых знаний и формировании необходимых компетенций [1]. Характерно, что в рамках нейропедагогики процесс приобретения знаний, умений и навыков в большей степени связан с работой памяти, а следовательно, стратегии, направленные на обучение студента, базируются на принципах обеспечения образовательной среды, способствующей эффективному восприятию (посредством сенсорных каналов), усвоению (обработке в кратковременной памяти) и сохранению информации в долговременной памяти учащегося [5] (рис.1).

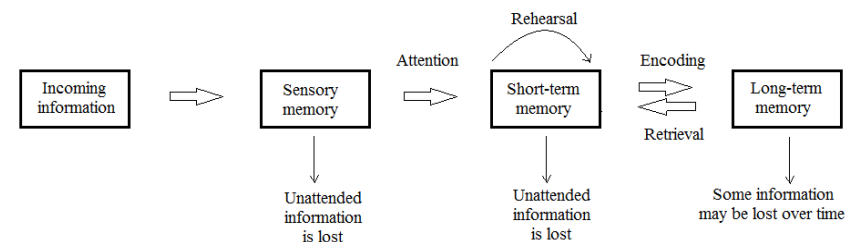


Рис. 1. Модель памяти Аткинсона – Шиффрина

Согласно модели памяти Аткинсона – Шиффрина, после обработки в сенсорных каналах информация, заслуживающая внимания, направляется в кратковременную память.

Тем не менее, последующие исследования показали, что на первом этапе параллельно с кодированием информации в сенсорных каналах происходит ее фильтрация в так называемой ретикулярной формации, а точнее ее части, ретикулярной активирующей системе (Reticular Activating System, RAS), а также в лимбической системе (Limbic system) [13].

RAS располагается в стволовой части мозга, которую также называют «рептильным мозгом». Эта система отвечает за контроль

состояний сна и бодрствования, дыхания и сердцебиения, а также вовлечена в процессы координации движений. Более того, RAS служит своеобразным фильтром сенсорной информации, что жидется на ее эволюционной функции – активация сигнала тревоги, информирующей индивидуума об опасности и возможной угрозе жизни. Наравне с RAS, лимбическая система, часто именуемая «эмоциональным мозгом», также участвует в обработке новой информации. Следует отметить, что именно «эмоциональный мозг» связывает новую информацию с уже существующим в памяти знанием, что, в свою очередь, увеличивает ее шансы быть «записанной» в долговременной памяти. Помимо этого, важная для обучения функция лимбической системы, а точнее ее нижней области, именуемой миндалина (amygdala), заключается в реакции на опасность [8].

Исследования результатов сканирования МРТ и ПЭТ показали, что, когда в состоянии стресса миндалина находится в гиперметаболическом состоянии, активность префронтальной зоны, где происходит вторичная обработка информации, снижается, равно как и уровень кислорода и глюкозы, поступающих в эту область. Из этого можно сделать вывод, информация не проходит уровень вторичной обработки и, в конечном счете, не откладывается в долговременной памяти [9].

Итак, можно схематично представить процессы, происходящие в головном мозге при реально надвигающейся или даже мнимой опасности. Как только мозг распознает угрозу в окружающей среде, в кровь выбрасываются нейромедиаторы стресса, кортизол и адреналин. Тем временем, информационный фильтр RAS активирует «сигнал тревоги»: провоцирует учащенное сердцебиение и дыхание. И что особенно важно, фиксируя внимание индивида исключительно на источнике или причине стресса, RAS игнорирует любую не связанную с ним информацию. И наконец, гиперактивность миндалины, в свою очередь, блокирует полноценный анализ информации в префронтальной зоне.

Безусловно, вышеизложенные процессы максимально упрощено описывают реакции мозга. К тому же данные механизмы включаются если не синхронно, то практически одновременно. Более

того, следует понимать, что описанные когнитивные «события» не передают всей сложности процессов, протекающих параллельно, в симпатической, эндокринной, сердечно-сосудистой и других системах организма. Впрочем, в этом нет необходимости, так как эта статья озабочена только когнитивными процессами, представляющими принципиальную важность в вопросе запоминания информации учащимися и решения соответствующих педагогических задач их преподавателями.

А теперь читателю в случае, если он или она практикующий преподаватель, предлагается, исходя из своего опыта, поразмышлять о том, как часто студенты находятся в состоянии стресса во время практических занятий и лекций.

Думается, вы согласитесь, что студенты часто испытывают эмоциональное напряжение во время тех занятий, на которых они, в силу разных причин, еще не смогли показать себя на желаемом уровне. В профессиональной практике автора этой статьи наиболее яркими примерами служат занятия по иностранному языку, на которых студенты часто проявляют нерешительность, тревожность, порой выражающиеся в нежелании участвовать в образовательных мероприятиях. Без сомнения, результат постоянного пребывания в эмоциональном напряжении ведет к неизбежному падению самооценки, мотивации и, в конечном счете, академической успеваемости учащегося. И корень этой проблемы лежит в том, что информация, не связанная с источником стресса, полностью игнорируется мозговым информационным фильтром. Иначе говоря, пока студент испытывает стресс, его мозг ничему не учится.

Задача преподавателя в такой ситуации – разработать стратегию снижения факторов стресса, уделив этому первостепенное внимание во время планирования и организации образовательного процесса.

1. В первую очередь, необходимо убедиться, что логика развития плана занятия и задания, предлагаемые студентам к выполнению, удовлетворяют принципы развития внутренней мотивации: дают право на реализацию самостоятельности, помогают развивать мастерство в навыках и знаниях, имеют ясную цель.

2. Новая информация всегда должна быть связана с уже имеющимся опытом и знаниями учащихся [10].
3. Отзыв о работе студента следует строить по принципу развития в нем «мышления роста» (growth mindset). Иными словами, преподаватель должен оценивать усердие и старательность, а не интеллект и талант [7].
4. С первых занятий важно учить студентов относиться к ошибкам и неудачам в учебе как к неотъемлемому элементу развития [7].
5. Преподавателю необходимо проявлять искреннюю и своевременную поддержку и стараться выстраивать со студентом доверительные отношения [10].

В заключение следует отметить, что фактор стресса не следует недооценивать. Как мы выяснили, это состояние влияет не только на эмоциональную жизнь студента, но и на его когнитивные процессы, а следовательно, должно учитываться педагогами как один из важнейших элементов образовательной среды, управление которой лежит через грамотный подход к организации учебного процесса.

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Развитие интерпретативных способностей у студентов L2 с помощью технологии критического чтения

Аннотация: в данной статье исследуется развитие интерпретационных способностей изучающих первый иностранный язык по программе 16-недельного курса экстенсивного чтения аутентичных текстов на английском языке, интегрированном в Рабочую программу по английскому языку для учащихся 10 класса общеобразовательной школы, как экспериментальная апробация технологии «Критическое чтение». Данная технология основана на типологии понимания текста [2] и адаптирована

в соответствии с потребностями и особенностями учащихся поколения Z, воспитывающихся под влиянием информационного общества.

Ключевые слова: интерпретационные способности, технология «Критическое чтение», типология понимания текста, экстенсивное чтение, аутентичный цифровой текст.

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Development of Interpretative Abilities in L2 Students with the Help of Critical Reading Technology

Abstract: the present study investigates the development of L2 interpretative abilities over the sixteen-week course of an extensive authentic English reading extracurricular programme integrated into English teaching to tenth grade high school students as experimental approbation of the Critical Reading technology. This new educational technology has been based on the typology of text comprehension [2] and customised according to the needs and particularities of Generation Z students, who are being formed under the influence of the information society.

Keywords: interpretative abilities, Critical Reading technology, typology of text comprehension, extensive reading, authentic digital text.

Introduction

There is a considerable amount of research on critical reading development in pedagogy, psychology and linguistics. However, relatively few researchers have addressed the problems of students, aspiring to interpret foreign language text exactly, adequately, deeply and comprehensively, in order to estimate how modern technologies

might help it. Today's students are immersed in a constantly and rapidly evolving technological environment, a multimodal, multiplicative digital universe. Therefore it is not surprising, as highlighted by the current research that children of Generation Z spend about 41% of their time outside school on the computer or on other devices, suffering from fear of missing out [4]. Taking this into consideration, it was assumed that it requires much more dynamic and innovative approach to teaching reading with the use of the technology to improve 'multiliteracies', which are not yet thoroughly integrated into school language learning curriculum [8]. A global trend toward standardized learning and testing might leave the Generation Z ill prepared to adapt in a rapidly changing world of work. The information society in which modern education takes place requires Generation Z students to create, distribute, and manipulate information as the most significant learning activity, in which interpretative reading abilities are commonly thought of as paramount. Data was collected from A2 to B1 CEFR levels heterogeneous group of sixteen-seventeen year old students (N = 17) at several points throughout the course to measure growth in interpretative abilities such as vocabulary knowledge, lexical inferencing abilities, reading speed, reading comprehension, and attitudes towards reading [7]. Subjects also submitted their individual journals with the independently read list of literature and amount of minutes spent on reading it.

During the short four-month period, significant progress was observed in the B1 level students' development of interpretative abilities, but for A2 level students the improvement was less pronounced, although the literary texts used in the course were chosen according to their English language proficiency. This study used the adopted PISA reading literacy framework (PRF) of 27-item-PRF-based reading test and an attitude questionnaire [6]. Participant observation and structured interviews were carried out to assess the learners' ability to use the target language from the selected texts.

The attempted second language development of interpretative reading abilities via Critical reading technology, as an alternative teaching method, is likely to become useful in critical reading

practices, particularly to B1 level learners. Implications of the results are discussed in terms of their possible application in language teaching practices and language program curriculum design. Moreover, the role that background knowledge plays in the ability to comprehend was addressed suggesting that comprehension of a new text depends primarily on what readers already know about the topic. The potential processing implications of the action research findings are discussed.

As more and more skills fall prey to automation, teachers will also need to be able to adapt quickly, meaning the 21st-century classroom should facilitate development of the strengths and interests of each person, rather than deliver a canonical set of knowledge more suited for the industrial age. It seems true that students who read texts about a subject they know well and in which they are really interested are not only willing to learn more about the subject, but also acquiring the knowledge and vocabulary that may enable them to succeed in their future studies and career. EFL/ESL learners' general cultural knowledge, which correlates about .50 with reading comprehension scores [11] is perhaps not only the goal but also the means of building new knowledge. Consequently, the Critical reading technology provides a strong platform for high secondary school pupils to apply and master abilities they need.

In addition, we could assume that encouraging reading in digital age in students helps to develop creativity, collaboration, communication, and problem-solving. The Standard (The Federal State Educational Standard of Russian Federation for secondary school education) does not introduce these as new skills for students and teachers, many of them have been routinely present in classrooms for years, rather the requirements place strong emphasis on a more collaborative learning environment where students take more control over their own learning. The Standard requirements are designed to include most of the skills in high demand by our society, postsecondary systems and employers, including the ability of students to communicate effectively in a wide range of situations, work collectively, think critically, solve routine and challenging problems, and analyse and interpret information and data in the text format.

The Purpose of the Study

Addressing the critical importance of developing in Russian students the ability to interpret more or less exact meaning of reading texts in English for their general knowledge development, the attempt to design an original Critical reading technology which can help English students has been undertaken. Conducted by experienced English teacher working with high school students in state secondary schools, the aim of this study was to investigate the effectiveness of the Critical reading technology implementation for improving interpretative abilities of English learners.

The object of research is the process of teaching English through Critical reading technology. The subject of investigation is the development of interpretative abilities in high school learners who study English as a second language.

Relevance of the research topic is in experimental approbation of the developed Critical Reading technology for efficiency improvement of English language lessons in the secondary school systemic educational practice. Research problem concerns the peculiarities of generation Z students that must be accounted for to ensure the effective acquisition of new knowledge through reading.

Methodology

Critical Reading Technology

The goal

Development of L2 (English) interpretative abilities over the extensive authentic reading extracurricular course integrated into English teaching programme to the tenth grade students of mixed ability (A2-B1 CEFR) as experimental approbation of the efficacy of the Critical Reading technology.

Objectives:

the participants of the course will be able to

- 1) better comprehend authentic texts in all their complexity by using critical reading strategies;
- 2) use communicative skills in practicing reading, writing, listening and speaking in the target language during the course;

- 3) further develop their personality as cultured human beings through substantial extensive reading, hopefully, independently as a life-long habit.

Guiding Principles

Frequency. Provides exposure to the most commonly used structures and vocabulary of the target language in the course texts with the best return for learning: all of the involved students are interested in travelling.

Strategies and autonomy. The course is a student-centred, interactive, involves Internet-based media, strategic narrative inquiry and reflection aimed at development of the interpretative abilities of reading text growing beyond traditional printed materials.

Spaced retrieval. Opportunities for revision from the context are included in the materials.

Keep moving forward. The course elements spiral sequencing proceeds from simple to complicated tasks and strategies acquisition for dynamic results and motivation of the involved students.

Empirical research base

The study was carried out at Chernovskaya general educational secondary school in Moscow region with the tenth grade English second language students during the first semester of the 2019 for sixteen weeks and included sixteen extracurricular lessons in addition to their compulsory forty-eight lessons in the first semester of the English educational programme. The involved students were of mixed ability; their English proficiency was established by pretesting as ranging from A2 to B1 CEFR levels. The sample group was selected because the study requires the participants with pre-intermediate level of English proficiency as English L2 critical reading can hardly be done without an adequate level of English L2 proficiency [5]. All of them were Russian (L1) native speakers, learning English as a second/foreign language (L2). The number of the students remained 17 from the beginning until the end of the experiment.

Methodological properties of Critical Reading technology

This paper advocates a Critical reading technology 10-faceted model as a new EFL teaching method to adolescent learners, based on the synthesis of a number of approaches, methods and techniques in modern secondary English teaching. This technology is a student-centered, interactive FL teaching technology, involving Internet-based media and strategic narrative inquiry, reflection aimed at communicative competency acquisition and development of the interpretative abilities of reading text in English growing beyond traditional printed materials. The Critical reading technology is based both on applications of digital devices for reading authentic language sources in the Internet and on face-to-face interaction between all participants of the course, including the teacher. The Critical reading technology is based on practically oriented FL teaching, dealing with students' readiness measuring and tuning.

G.I. Bogin, an influential Russian linguist, created the Typology of text comprehension, which progresses from denotation to connotation, from extensional to intentional, and proceeds from objectivization and subjectivization of the text content, constitutes theoretical basis of the proposed Critical reading technology. On the three levels of comprehension – semantic, cognitive and metaconceptual – the process of interpretation allows grasping of all types of situations presented in texts. Results of the comprehension interpreted in three interrelated progressive types – semantic paraphrase, semantic explication and rational construction of the meaning of the text.

The exchange of texts means not only the creation and sharing of a text from the author's side, but also interpretation of the text meaning by the reader, possible with the reflection. Reflection is a link between the derived past experience and the situation that is taking place in the text as a subject for assimilation. It is not only an activity based upon experience, but also a source of experience, as it is an active process. The discursive form of the reflexive process in case of a verbal expression has a character of interpretation [3]. Reading is a complex cognitive activity where learners read texts to construct

a meaningful understanding from the verbal symbols, the words and sentences, and the process is called reading comprehension. A meaningful discourse construction in reading process depends heavily on the three main factors: the learner's context knowledge, the information aroused by the text, and the reading circumstances [1]. So, practical significance of the study lies in the designed methodology and adoption of Critical reading technology aimed at the development of students' interpretative abilities along with their general knowledge competence.

Following definition of Critical reading technology, as a pedagogical method, is based on a set of intertwined elements, representing its functional structure. The placement test was a norm-referenced one based on CEFR to determine the students' level of English; criterion-referenced tests were: progress and achievement tests based on PISA reading literacy framework (PRF). The structured interviews were carried out to assess the learners' ability to use the target language from the selected texts. The key principles of designing Communicative Quest were used in the preparation of course's set of tasks in the form of an educational Web Quest [9]. The relationship between the use of 'multiliteracy' strategies during digital reading and self-efficacy in reading comprehension was conceptualized as students' self-perceived capability to perform these tasks successfully and possibly enhanced even more their developmental achievement in English reading interpretative abilities. The aims and evaluation criteria were defined based on each attribute of the project; the requirements were clarified to the students with the use of the online evaluation rubric [9]. Insuring against bias, the grading guidelines were established, which allows every student to know the standards on which their work will be graded. Also, defining the structure of provided by the teacher reading texts seems to be crucial component of instruction, due to the fact that authors use different types of structures to convey their messages to their readers. So, the knowledge of text structure helps the readers to differentiate more clearly a passage's main idea from the supporting details and see the subordination of the author's ideas.

Results and Discussion

This research examined the pedagogical implications and effectiveness of the Critical reading technology in improving the EFL learners' interpretative abilities. The attempted second language development of interpretative reading abilities via Critical reading technology, as an alternative teaching method showed considerable increase in students' ability to comprehend a broad variety of literature texts. The application of this educational technology is likely to become useful in critical reading practices, particularly to B1 level learners. Implications of the results are discussed in terms of their possible use in language teaching practices and language program curriculum design. Moreover, the role that background knowledge plays in the ability to comprehend was addressed, suggesting that comprehension of a new text depends primarily on what readers already know about the topic. Critical Reading technology allows development of students' personalities to become active readers, able to formulate and present a coherent analysis of multiple literary meanings of the texts they read in English as well as their native language. High interpretative ability gives a perfect opportunity to create a useful lifelong habit of reading for study, work or pleasure. To do this effectively, there is a variety of issues to consider and questions to determine where improvements could be made, so that the potential of this approach for development of students' personalities, along with the crucial for their success reading abilities, would be fully realized. One important issue to consider though is the need for time for this development, as integrating Critical Reading technology in the learning process needs serious attention and experimentation over a long period. The potential processing implications of the action research findings are discussed. Future research examining variables associated with the development of English reading interpretative abilities among Russian students in immersion programs for better reading assessment and interventions is recommended.

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Рыцарство в Рассказе Батской Ткачихи и Сэре Гавейне и Зеленом Рыцаре

Аннотация: в средневековые времена рыцари были не только героями в сражениях, а также становились центром повествования в рыцарских романах. Следуя кодексу рыцаря и обладая спектром личностных качеств, герои рыцарского эпоса одерживали победы в многочисленных испытаниях и завоевывали сердца возлюбленных. Таким образом, главная цель этой статьи заключается в том, чтобы рассмотреть рыцарство как один из важнейших концептов в рыцарской литературе в таких произведениях как *Рассказ Батской Ткачихи* и *Сэр Гавейн и Зеленый Рыцарь*, а также сравнить эти произведения с точки зрения присутствия идеального рыцаря, испытания, приключения и куртуазной любви для того, чтобы определить их степень соответствия средневековому рыцарскому роману.

Ключевые слова: рыцарь, средневековый рыцарский роман, рыцарство, героизм, рыцарский кодекс, испытание, приключение, куртуазная любовь, литературоведение, Чосер, *Рассказ Батской Ткачихи*, *Сэр Гавейн и Зеленый Рыцарь*.

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Chivalry in the *Wife of Bath's Tale* and *Sir Gawain and the Green Knight*

Abstract: in the Middle Ages, knights were not only famous for their deeds on the battlefields but also became the center of narrative in medieval romance stories. Following the Code of Chivalry and possessing a great number of positive personality traits, literary heroes triumphed at battles and gained the affection of ladies as a prize. Thus, the main aim of this article is to discuss the concept of chivalry in the *Wife of Bath's Tale* and *Sir Gawain and the Green Knight* as well as to compare these romance stories in terms of the depiction of the image of an ideal knight, challenge, quest and courtly love in these stories to determine the degree to which extent these works can be attributed to the medieval romance.

Keywords: knight, medieval romance, chivalry, literary hero, Chivalric Code, challenge, quest, courtly love, literary criticism, Chaucer, *Wife of Bath's Tale*, Pearl-poet, *Sir Gawain and the Green Knight*.

In contemporary interpretation, the word *romance* is mostly associated with fictional stories about love affairs. However, this word comes from Old French *romanz* meaning “verse narrative” (Online Etymology Dictionary). According to Merriam-Webster dictionary, the term *romance* denotes “a tale based on legend, chivalric love, and adventure, or the supernatural”. Thus, this simplistic definition calls four typical distinguishing characteristics of the genre. Nevertheless, it is impossible to imagine medieval romance without chivalry encompassing “the religious and moral system of behavior which the perfect knight was expected to follow” and being a unifying and integral element of all the medieval stories (Oxford Advanced Learner’s

Dictionary). This article will analyze and compare two medieval romance stories: *The Wife of Bath's Tale* by Geoffrey Chaucer and *Sir Gawain and the Green Knight* by Pearl-poet in terms of chivalry revealing the depiction of Chivalric Code including the image of the ideal knight, the concepts of challenge, quest and courtly love.

The first and most important element of a medieval romance story is the ideal knight following the Code of Chivalry. A brave courteous man devoted to his lady who meets numerous challenges, overcomes lots of obstacles in order to claim his chivalric status. However, Geoffrey Chaucer shatters this stereotype. The knight in *the Wife of Bath's Tale* is young and inexperienced one who commits a crime against the woman’s virginity (line 888). That strongly contradicts the image of the valiant knight who protects his lady, fights for her sake and never takes offense at her. It would seem that the knight agrees to marry the “foul” (line 265) woman because of keeping his promise, but he does it due to the fact that his life is at stake. This moment shows that character’s actions are dictated only by his own gain. Geoffrey Chaucer does not give the description of the knight’s appearance as well as there are not any chivalric battles in *the Wife of Bath's Tale*. That is why it is impossible to make assumptions about his physical form and fighting skills.

In contrast, Sir Gawain is an example of the perfect knight who possesses such qualities as honesty, courage, loyalty, courtesy, humility. His courage is seen in the willingness to accept the Green Knight’s challenge [2, p. 8]. He is the only person from the Arthurian table who offers his candidacy to replace the king Arthur in the dispute with the Green Knight. Such action proves his loyalty to his lord. Moreover, Sir Gawain is devoted to his host, Bertilak. His declaration of why he has to leave the castle demonstrates his trustworthiness and honesty, “It behooves me to wend; I have now at my disposal barely three days, and I were as fain fall dead as fail of mine errand” [2, p. 22]. Therefore, the loyalty underlines every action and thought of the hero. Markman states that “had he [Sir Gawain] not been loyal to Arthur and Bertilak, had he not been a man of his word, the structure of the romance would have collapsed” [5, p. 578] which means that devotion tends to be an integral character trait of the perfect knight in medieval romance

literature. Sir Gawain is so humble that he refuses politely the gift from the lady Bertilak showing that he needs nothing from her. However, in the Bertilak's castle, the knight makes a mistake and does not tell the truth to his host [2, p. 40]. Such action corresponds to the image of the perfect knight, but, what is important, Sir Gawain learns from his own mistakes. The girdle will be a symbol of his failure that he will always remember and which he will never repeat. Additionally, Sir Gawain represents physical perfection. He is strong enough to wield the massive axe of the Green knight. Strength and endurance also help him to complete the tough quest to the Green Chapel. It is clearly seen that Chaucer's knight does not correlate with the image of an ideal knight while Sir Gawain is an example of a perfect knight who follows the chivalric code combing in himself all the best character traits.

The life of an ideal knight is impossible without looking for perilous adventures and pursuing a quest. Generally, romance begins at a specific court from which knights wander in search of adventure [6, p. 49] and they usually start their quest with no concern of direction. The narrative is circled, the starting point of the knight's adventure coincides with his final destination. During the quest, a knight does not only travel and fight but learns something about himself or society. The Chaucer's knight "seketh every hous and every place" (line 919) in order to find the answer to the Queen's question, "What thyng is it that wommen moost desiren" (line 905). Such pursuit continues for a "twelf-month and a day" (line 909) until he finally discovers the right answer and returns to the starting point- the court. However, only after the knight's attitude towards the women changes and he gives his wife the right to choose, his adventure finishes.

In *Sir Gawain and The Green Knight*, the main character has to pose arduous challenges in his way to the Green Chapel [2, p. 16]. It is essential to emphasize that between the Arthurian court and Sir Gawain's final destination, the Green Chapel, there is a transit point- the Bertilak castle. The hero is deflected from the "planned" route in order to be challenged. The climax of the story occurs when the true identity of the Green Knight reveals. This moment teaches the important lesson for Sir Gawain that it is essential to make a promise and such negative qualities as cowardice and fear should not interfere with

this. Hence, the knight from *the Wife of Bath's Tale* from the "lustly bachelor" (line 883) throughout the tale turns into the man who respects woman's sovereignty and for this transformation he gets a prize- the "fair" and "yong" (line 1251) wife. Similarly, the challenge fixes Sir Gawain and shifts him from the perfect knight to the most perfect one who will never repeat the same mistake.

The perennial theme which goes through the bulk of romance stories is courtly love. Sidney Painter depicted the changing role of a knight with "the true purpose of glory won by prowess was to gain the affection" [7, p. 50]. Thus, most romance stories focus on the relationship between love and glory. Performing a feat for the lady is an essential thing each decent knight should do for once in his life. Appearance, as well as the social status, is one of the most crucial aspects by which knights choose ladies for having love affairs with them. However, in *the Wife of Bath's Tale* the knight marries a "foul and old" woman (line 1213). Nevertheless, the knight performs the deed for his woman by giving her independence in choice after which she turns into an attractive young woman. As expected, he falls in love with her. What is more, in the tale the woman saves the knight's life (line 1092) and in return asks for a marriage. This is a clear example of the woman's sovereignty that was not typical for the Medieval times, where females were oppressed and subservient and did not take part in making decisions.

Regarding relations between Sir Gawain and the Lady of the Castle, there is some flirt between them. On the one hand, it may seem the lady just manipulates the honest man upon the husband's request, on the other hand, taking a closer look at the lady's Bertilak behavior, it is easy to guess that she seduces the guest because of having feelings to him. She is even "more beautiful than Guinevere" [2, p. 20], that undoubtedly draws the knight's attention. Therefore, in romance stories there are presented two different types of love. Nevertheless, both stories show two powerful women who are capable of manipulating men for their own goals.

In conclusion, in both *the Wife of Bath's Tale* and *Sir Gawain and the Green Knight*, the concept of chivalry is represented in a vivid form. All the notions of the chivalric code are somehow depicted in these stories. The knights are radically different. While Sir Gawain is a typical

representative of the ideal knight with high intelligence and good physical fitness, the knight from *the Wife of Bath's Tale* is the opposite one who gets to the King Arthur for the sins. The quest in both stories is canonical, it contains all the common features of the knight's challenge. The last element is the courtly love, without which it is impossible to imagine the chivalry. In the stories, it is presented in distinctive ways. The love to the knight in *the Wife of Bath's Tale* comes not right away but after the marriage, however, the spark between Sir Gawain and the lady Bertilak is noticed immediately and she seduces and manipulates the man for her own sake. All in all, Geoffrey Chaucer and Pearl-poet showed chivalry and revealed the genre of the medieval romance from their own perspective.

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Преимущества и недостатки использования электронных устройств на занятиях

Аннотация: целью данного исследования является анализ преимуществ и недостатков использования электронных устройств в классе. В исследовании рассматриваются следующие вопросы: следует ли запретить электронные устройства в классе, используют ли ученики свои гаджеты в классе в учебных целях или нет; оказывают ли современные технологии пагубное воздействие на учеников или же улучшают их академическую успеваемость. Технологии стали ключевым элементом учебного процесса. Однако был проведен ряд исследований, доказывающих негативное влияние современных технологий на учеников. В процессе исследования были собраны и проанализированы данные с помощью качественных и количественных методов исследования, были использованы сравнительный и системный анализ. В рамках данного исследования мы провели эксперимент в старшей школе. Данные исследований свидетельствуют о том, что в западных странах большинство учеников используют свои электронные устройства в учебных целях. Однако в российской школе учащиеся в основном используют электронные устройства для развлекательных целей. В целом, несмотря на то что электронные устройства могут оказывать негативное влияние на учащихся, они все же повышают их академическую успеваемость и способствуют когнитивному и социальному развитию. Разумное использование электронных устройств может способствовать более активному участию учеников во время уроков, таким образом, они будут тратить меньше времени на использование своих электронных устройств для развлекательных целей. Предлагается рассмотреть использование программы «Падлет», которая доказала свою высокую эффективность в рамках использования современных образовательных технологий в классе.

Ключевые слова: современные образовательные технологии, электронные устройства, успеваемость, положительное и отрицательное влияние электронных устройств.

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The Advantages and Disadvantages of Using Electronic Devices in the Classroom

Abstract: the purpose of this study is to evaluate the positive and negative impacts of using gadgets in the classroom. The study investigates whether electronic devices should be banned in the classroom, whether students use their gadgets for academic purposes in the classroom, whether modern technologies have a detrimental effect on students or improve their academic performance. Technologies have become the key element in the classrooms. However, there has been a number of studies that prove a negative impact of modern technologies on students. We collect data via qualitative and quantitative research methods. We use comparative and systematic analyses. We conducted our own research. Our findings indicate that in Western countries the majority of students use their electronic devices in class for educational purposes. However, in the Russian school students mostly use electronic devices for non-academic purposes. Overall, even though gadgets could have a negative impact on students, they still enhance students' academic performance and contribute to their cognitive and social development. The wise use of electronic devices may engage students in the learning process more, thus, they will use their gadgets for non-academic purposes less. One of the possible solutions to this serious issue could be the use of "Padlet" application that has proved high effectiveness in the classroom and might help students benefit from modern educational technologies.

Keywords: modern educational technologies, electronic devices, academic performance, positive and detrimental impacts of gadgets.

1.1. Introduction

We live in a "digital natives" era. This term was introduced by Marc Prensky in 2001, who exemplified the gap between those two generations who can deal with computers and the Internet and who

find them difficult to use²⁶. The entire exposure of children, teenagers and young people to technology is not only strongly impacting the society and the way it develops, but also it is changing dramatically the learning process.

The emergence and incidence of modern technologies have significantly affected all facets of our life, included the educational field. Modern technologies have become more powerful, accessible and distributed. According to the ECAR organization that publishes research papers on the role of IT in colleges and universities, in 2017 there were 95% of undergraduate students who owned a laptop or a smartphone and 30% who owned a laptop, a smartphone and a tablet²⁷. Technology and leaning are no longer separate concepts. They are entwined. Technology becomes an integral part of the learning process and the classroom.

The appearance of e-learning, distance education and modern educational tools have changed traditional teacher-centered classrooms to student-centered learning. The importance of class participation has grown. Technologies have become the key element in this classrooms as they not only make the learning process easier and more productive, but also engage all students in activities. According to the president of the Council for the Accreditation of Educator Preparation James G. Cibulka and an expert at Hudson Institute Bruce S. Cooper, smartphones and other gadgets provide students with the necessary communication platform, cognitive and social tools needed for improving their performance and developing critical thinking skills²⁸. The use of IT enhances students' opportunities and has a positive influence on their academic performance. The research company Survata polled more than 500 college students to examine their attitude regarding modern educational technologies, digital devices, and e-learning. Scholars Christopher Brooks and Jeff

²⁶ Dingli A., Seychell D. The New Digital Natives. – Berlin: Springer-Verlag Berlin Heidelberg, 2015. – P. 9.

²⁷ Seilhamer R., Chen B., Bauer S., Salter A., Bennett L. Changing Mobile Learning Practices: A Multiyear Study 2012–2016. Educause. – URL: <https://er.educause.edu/articles/2018/4/changing-mobile-learning-practices-a-multiyear-study-2012-2016> (accessed December 15, 2019).

²⁸ Gibulka J., Cooper B. Technology in School Classrooms: How It Can Transform Teaching and Student Learning Today. Lanham. Maryland. United States: Rowman & Littlefield Publishers, 2015. – p. 2/

Pomerantz carried out a study to investigate students' perceptions of using gadgets in the classroom.

There has been a number of studies that prove a negative impact of modern technologies on students. The scholars Victor C. Strasburger, Amy B. Jordan and Edward I. Donnerstein state that excessive use of gadgets leads to health issues and poor academic performance²⁹. The researcher from Miami University Jeffrey H. Kuznekoff conducted an experiment on whether gadgets improve students' academic performance or not. The researcher Saraswathi Bellur from the University of Connecticut carried out another study to examine whether students are good at multitasking or not.

The question whether to ban gadgets, such as smartphones, tablets, and laptops in the classroom has long been debated. One of the British Council experts calls the new generation a "dot-com generation" that cannot do anything without their phones³⁰. The students are virtually attached to their devices. This is one of the most challenging issues that teachers in most countries face on a daily basis in their classrooms. Students spend a lot of time on their gadgets such as smartphones and tablets and are distracted by these modern technologies and not engaged in the learning process.

1.2. Purpose of the study

The purpose of this study is to evaluate the positive and negative impacts of using electronic devices in the classroom.

1.3. Methodology and sub headings

The context of the study

The context of the study is "Modern educational technologies". They have changed the traditional classroom. They provide a number of opportunities to make classes productive and engaging.

²⁹ Strasburger V., Jordan A., Donnerstein E. Health Effects of Media on Children and Adolescents. – Pediatrics, 2010. – P. 761.

³⁰ MK. N. Using mobile devices to create a class Padlet. British Council. – URL: <https://www.teachingenglish.org.uk/blogs/ninamk/using-mobile-devices-create-a-class-padlet> (accessed December 15, 2019).

Participants

This study investigates the positive and negative impacts of using gadgets in class. This study systematizes and analyzes the use of electronic devices among high school students and undergraduate students. In the previous studies they were polled, interviewed via a structured interview at the end of their school experience, took pre-tests and post-tests. Convenient sampling was used in the selection of the participants.

Research questions

The current study aimed to evaluate positive and negative effects of using gadgets during the lesson, whether it is helpful to ban the use of gadgets in class or not, whether students use their devices for educational purposes in the classroom or not and do modern technologies enhance their knowledge or not. Therefore the study aims to find answers to the following research questions: 1. What are the adverse impact of using the electronic devices in the classroom? 2. May the gadgets be banned in class or not? 3. Do students use their devices for academic purposes? 4. Do modern technologies improve their academic performance or not.

Data collection tools and procedure

In the previous studies data was collected via qualitative and quantitative research methods. This study used comparative and systematic analyses.

Data analysis

The quantitative data was analyzed for descriptive statistical analysis such as the frequency analysis of the items. For the qualitative aspect of the study, the data obtained from the interviews were transcribed and content – analyzed to get a deeper understanding related to the extent the participants implemented the theoretical knowledge gained in the lesson.

1.4. Findings

The majority of students use their gadgets in class for educational purposes. According to the study conducted by the research company “Survata”, 94% of students would like to use their smartphones in class for academic purposes, either to access the course content, work collaboratively or participate in discussions; 75% of respondents state that their gadgets help them learn more effectively during the class; 39% use their devices to access an electronic textbook³¹. In line with the research conducted by Christopher Brooks and Jeff Pomerantz 78% of students consider their gadgets to be important for their academic performance while 83% of them use their smartphones for activities related to the class³².

A number of researchers conclude that modern technology could have an adverse impact on students. The challenging issue is excessive use of electronic devices. According to the research conducted by scholars Victor C. Strasburger, Amy B. Jordan and Edward I. Donnerstein, excessive use of gadgets leads to obesity, hampered attention span, sleep disturbance³³. Therefore, teachers should integrate quality digital resources and select appropriate strategies for using them in the classroom.

Even though the majority of students are willing to use their gadgets in class for educational purposes, there are still many students who use their smartphones to message friends and check social media at the same time. The researcher from Miami University Jeffrey H. Kuznekoff conducted a study to investigate whether the use of mobile devices could enhance learning or not. He allowed college students take notes while watching a video lecture. Afterwards, the students took a test based on this material. During the video lecture, one group could use their gadgets and text about anything. Another group could only use their gadgets to take notes related to the video lecture. A control

group could not text at all. The study demonstrated the following results: the control group and the group that could only take notes related to the lecture did 70% better, than the group that could text about anything³⁴. Jeffrey Kuznekoff stated: “You are putting yourself at a disadvantage when you are actively engaged with your mobile device and not engaged in what is going on”.

According to the research conducted by Saraswathi Bellur from the University of Connecticut, most students believe that they may perform more than one activity at the same time. However, they are wrong. The results show that multitasking is likely to harm their academic performance. In other words, the students who use their mobile devices during the class for something not related to the class or while doing their home assignments prove to be less successful. To achieve better academic performance students should not split their attention during the class.

According to the study conducted by researchers and professors of Psychology Deborah R. Tindell and Robert W. Bohlander, 95% of students bring their smartphones to class every day whereas 92% of them use their devices to text their friends during the class. According to many studies, the use of their electronic devices in the classroom has a detrimental impact on their performance. However, the debate whether to allow the use of gadgets during the lesson or not is rather academic and theoretical. According to the survey among 1,600 people ages 8 to 18, conducted by the non-profit organization “Common Sense Media” in 2019, teenagers ages 13 to 18 spend at least seven hours on screens for entertainment a day³⁵. This amount of screen time does not include time that they spend on homework, reading books and listening to music. With these activities the screen time accounts for almost ten hours a day (ibid.). Students are literally attached to their screens. The discussions on whether gadgets should be banned at school or not are rather academic and theoretical.

³¹ Kelly R. Survey: 94% of Students Want to Use Their Cell Phones in Class. Campus Technology. – URL: <https://campustechnology.com/articles/2017/12/12/students-want-to-use-their-cell-phones-in-class.aspx> (accessed December 14, 2019).

³² Brooks D., Pomerantz J. ECAR Study of Undergraduate Students and Information Technology, 2017. Educause. – URL: <https://library.educause.edu/resources/2017/10/ecar-study-of-undergraduate-students-and-information-technology-2017> (accessed December 16, 2019).

³³ Strasburger V., Jordan A., Donnerstein E. Health Effects of Media on Children and Adolescents. – Pediatrics, 2010. – P. 761.

³⁴ Kowalski K. When smartphones go to school. Science news for students. – URL: <https://www.sciencenewsforstudents.org/article/when-smartphones-go-to-school> (accessed December 15, 2019).

³⁵ Jacobo J. Teens spend more than 7 hours on screens for entertainment a day: Report. ABC News. – URL: <https://abcnews.go.com/US/teens-spend-hours-screens-entertainment-day-report/story?id=66607555> (accessed December 19, 2019).

Doctoral researcher in the area of online addictions Daria J. Kuss and a professor of Gambling Studies Mark D. Griffiths carried out a study on social media addiction. The students who suffered from social media addiction did poorly in all subjects³⁶. The professor of Educational Psychology Paul A. Kirschner and the scholar in Psychology Aryn C. Karpinski conducted a study on how Facebook usage influenced academic performance of the students. According to the results, Facebook users had lower GPA (Grade Point Average) and spent less time studying than students who did not use the social media³⁷. Overall, the use of social media and excessive use of gadgets lead to distraction from the learning process, poor academic performance, and poor time management.

We conducted our own research in a high school in Moscow, Russia. We polled eight groups of students, two groups of eighth grade, two groups of ninth grade, two groups of tenth grade and two groups of eleventh grade, in total 180 students. We asked them the following questions: 1. Do you always take your gadgets to school? 2. Do you use your gadgets for academic purposes during the class? 3. Do you use social media in the classroom? 4. Does your teacher prohibit you from using the electronic devices in the classroom? The results are the following. 100% of students take their electronic devices to school. In case if a student forgets their gadgets at home, they go back home to take it, even if they miss the lesson. Only 25% of students said that they use their gadgets for academic purposes during the lesson which is considerably lower compared to the study conducted by the company “Survata”, that said that 75% of respondents use their gadgets for studying purposes during the class. Almost 90% of students said that they use social media during the lesson. 30% of respondents said that the teacher bans electronic devices in the classroom, but they keep using it.

According to the data, in the Russian school only one fourth of the students use their gadgets for academic purposes which is substantially lower compared to researches in other countries.

³⁶ Kuss D., Griffiths M. Online Social Networking and Addiction: A Review of the Psychological Literature. – US National Library of Medicine, 2011. – URL: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3194102/> (accessed December 11, 2019).

³⁷ Kuss D., Griffiths M. Excessive online social networking: Can adolescents become addicted to Facebook? // Education and Health. – 2011. – P. 69.

Moreover, most students use social media in the classroom. The massive use of electronic devices for non-academic purposes in the classroom lead to ineffective learning process. Students get distracted but continue trying to keep track of their social media and of the studying process. As they are not good at multitasking, they forget most of the lesson. One of the possible solutions to this serious issue could be the wise use of modern technologies in the classrooms that might help students benefit from their addiction. Teachers should equip themselves with modern technologies and help students take advantage of them.

An effective way of using their gadgets as educational tools is to integrate an online platform “Padlet” into their classrooms. The application Padlet provides a lot of opportunities to make classes productive. The platform has the option to provide a backchannel for questions and feedback. This web 2.0 tool can be used for conducting surveys, collaborative learning, organizing a flipped classroom, posting and sharing information, audio and video materials on virtual wall. This free wall may be used to encourage real-time, whole class participation. Padlet also provides an option to assess and correct the responses of classmates. Moreover, Padlet has other advantages, such as the simplicity of use and instantaneous information exchange. The application motivates students and make the studying process engaging and effective. Students may use it via laptops, tablets and phones.

1.5. Discussion

This study investigated the positive and negative impacts of using gadgets in the classroom. It shed a light on how modern technologies could have an adverse impact on students and how they may enhance students’ knowledge and academic performance. In the light of this study, it was a clear sign that gadgets have become an integral part of the lesson and the idea to ban them during the lesson is rather academic. Even though gadgets could have a negative impact on students, they still may enhance students’ academic performance and contribute to their cognitive and social development. If we use electronic devices wisely rather than just ban them, we may double the efficiency of our classrooms and enhance our students’ knowledge. Based on the results

of this study, the researcher recommends to investigate how to prevent students from using their gadgets for not educational purposes during the lesson and conduct the study on the use of Padlet to enhance the students' academic performance in the ESL classroom.

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Сходства и различия концепций языка в работах Фердинанда де Соссюра, Вильгельма фон Гумбольдта и Ноама Хомски

Аннотация: в настоящей статье приводится детальный анализ лингвистических концепций Фердинанда де Соссюра и Вильгельма фон Гумбольдта, а также развитие их теорий в работах Ноама Хомского.

Ключевые слова: концепция языка, Соссюр, Гумбольдт, Хомский.

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An Investigation of the Differences and Similarities between Concepts of Language by Ferdinand de Saussure, Wilhelm von Humboldt and Noam Chomsky

Abstract: this paper presents an in-depth look at linguistic viewpoints by the most interesting linguists, Ferdinand de Saussure and Wilhelm von Humboldt, and the evolution of their theories by Noam Chomsky.

Keywords: concept of language, de Saussure, Humboldt, Chomsky.

Language has been attracting widespread interest due to its multiple applications, the affluence of underlying structures and its unique history of development. Language might be viewed as a highly sophisticated mechanism with intertwined and elaborate elements whereby humans can interpret their flow of thoughts. Being a complex structure, language has been considered variously by prominent linguists, and a vast number of theories has been built on the subject.

Accordingly, this paper presents an in-depth look at linguistic viewpoints by the most interesting linguists, Ferdinand de Saussure and Wilhelm von Humboldt, and the evolution of their theories by Noam Chomsky.

As mentioned, there is a vast number of approaches to understanding language, one of which belongs to the Swiss linguist Ferdinand de Saussure: ‘...a key figure in the development of approaches to language study’ (Barry 41). According to Barry, Saussure emphasised how meanings are maintained and the functions of grammatical structures. He made three main pronouncements concerning the language. First, he claimed that language is a sign system, and it does not reflect the world, but stands behind it. Hence, he stated that linguistic signs, or words, are arbitrary, maintained by our perception of the surroundings and bound by convention: ‘There is no inherent connection between a word and what it designates’ (41). Furthermore, he postulated that words are rational and depend on contiguous words. For example, without the concept of day, there would not be the idea of night since the understanding might be mined through the difference between two antonymous words, where one is defined via the other. This pronouncement led to the introduction of the concept paired opposites, which states that the identity of words is ‘purely relational’ (42). In addition, for Saussure, language constitutes our world and does not just reflect it. The meanings of the words are not contained within the things they name but are attributed by humans and expressed through language. Barry vividly illustrates this statement. It is generally accepted that there are main seven colours, but in reality, there might be more since: ‘The spectrum isn’t divided into seven primary colours; all the colours merge into one another’ (42). These postulates provided a crucial basis for the structuralist approach.

Moreover, to better understand Saussure’s theory of language as a system, there is a need to dwell on notions such as *langue* and *parole*. An individual word or remark, which is *parole*, only makes sense if it is a part of a relational larger structure, *langue*. To be more precise, *langue* is a shared linguistic structure by convention, a model by which *parole* is the realisation and cannot be understood without being a part of it. Subsequently, *parole* is an execution of speech

acts, a product of individuals. Here, Barry also suggests an example such as a remark in French, which is *parole*, and the French language itself, which is *langue*. Of equal importance, Ferdinand de Saussure introduced the concept of the signifier and the signified, which again justify his position in terms of language as a system of signs. A sign for Saussure is the basic element of a language, a mental construct. Saussure affirmed that there must be two sides of the meaning that establish a natural relationship between words and things, which he called a linguistic sign. His names for these two sides were the signifier and the signified, the former of which signifies, and the latter, the thing which is signified. Linguistic signs are not abstractions. Instead, they are tangible, and they can be fixed in conventional images. Hence, it is possible to capture the action of the signifier, which names the thing, after which it becomes signified. This concept affirms that signs not only connect a name and a thing, but also link a concept and an acoustic image.

Another prominent linguist, whose contribution to the exploration of language’s mechanisms has been actualized, is Wilhelm von Humboldt. For him, language is driven by the mind’s external states, such as desires, feelings and emotions: ‘These internal mental states are active powers or forces that bring about the external phenomena of culture, including human language’ (Losonsky 11). Humboldt also states that people do not speak because they have a particular purpose in mind, but it happens rather unintentionally. Thus, language for him is involuntary (11). In contrast to Ferdinand de Saussure, Humboldt proclaimed that language is a rule-governed system, rather than just a myriad number of individual units paired with their meanings. Wilhelm von Humboldt introduced the significant concept of generative grammar, which justifies the capability of generating an infinite number of sentences with a finite number of grammatical rules. He also emphasised that a set of linguistic rules ‘is shared by all human beings and that is responsible for all human languages’ (28) and that it is an innate capability which all people possess ‘simply by virtue of being human’ (28). Humboldt’s speculations on the subject contributed to Noam Chomsky’s development of thought.

In this context, it is worthwhile to consider the theory of the father of linguistics, Noam Chomsky, whose model of understanding the language was based on the theories of the linguists mentioned above. Foremost, there is a strong correlation with Humboldt's generative grammar, a rule-governed approach to the understanding of a language. Chomsky frequently refers to Humboldt's thoughts and quotes his system, which 'makes infinite use of finite means'. Similarly, Chomsky represented language as a mechanism which might reproduce an infinite number of grammatically correct sentences with initially limited language resources. Noam Chomsky's representation of language found similarity with Saussure's in the way that both linguists regarded language as a system. Furthermore, Noam Chomsky's concept of competence versus performance closely resembles Saussure's *langue* versus *parole*. The American linguist projected Saussure's term *langue* and introduced competence, which refers to an individual's predominant inborn knowledge of the rules and language's structures as a native speaker. Hence, according to Chomsky, a speaker may understand newly composed sentences, though he or she has never seen them before. However, while Saussure emphasised the social aspect of language, Noam Chomsky developed the idea of an inherent ability to internalize grammar rules. He saw language as a genetically endowed faculty that every human being possesses. Thus, though both Ferdinand de Saussure and Noam Chomsky viewed language as an abstract system, their interpretation of the subject discussed is different. Significantly, Chomsky was the first linguist who developed the idea of the innate predisposition of humans to acquire a language. Therefore, it is important to examine the language acquisition device (LAD) and universal grammar (UG) concepts—two key components of the nativist theory of language. A preliminary study of the LAD model was provided by Chomsky: 'The Language Acquisition Device is a theoretical component of the individual's thought' (25). He claims that the LAD is a specific genetic programme of humans that allows them to learn and use a language, regardless of its difficulty. Chomsky (53) hypothesises that humans are biologically hard-wired with the LAD to understand the rules of a language and acquire vocabulary. They have basic

knowledge and the ability to comprehend speech, but they need to enrich their vocabulary and form more sophisticated sentences by applying syntactic structures using the LAD. Linguists further developed his idea of the LAD into UG, which was defined by Chomsky as 'the system of principles, conditions, and rules that are elements or properties of all human languages... the essence of human language' (29). UG is a genetic component whereby all human beings acquire their first language, despite any external factors and linguistic environment.

Having illuminated the speculation over language above, conclusive evidence might be the following: Language is a controversial phenomenon which might be considered from a variety of perspectives. Saussure considered language a system of signs which is arbitrary, relational and constitutive. Humboldt regarded language as a rule-governed system whose theory was supported by Chomsky. Although Noam Chomsky shared some peculiarities in his theoretical approach with Saussure's point of view concerning language as a system, his thought was based on a behaviouristic point of view, while Saussure's was based on mentalists'. Thus, a wide diversity of approaches justifies the complexity and sophistication of language.

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Роль имитации и коррекции в процессе усвоения родного языка

Аннотация: в настоящей работе исследуется соотношение процесса имитации и коррекции в усвоении языка в контексте теории бихевиоризма и нативизма.

Ключевые слова: усвоение языка, бихевиоризм, нативизм.

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The Roles of Imitation and Correction in the Process of Language Acquisition

Abstract: this paper focuses on the degree of importance of imitation and correction in the acquisition of the first language within behaviourist and nativist approaches.

Keywords: language acquisition, behaviourism, nativism.

Language acquisition is the focus of many research papers on applied linguistics because usually this process cannot be observed directly. There are many theories presented in these papers, among which behaviourism and nativism are considered the most prominent and influential. This paper focuses on the degree of importance of imitation and correction in the acquisition of the first language within these approaches. The definition of language will be provided, followed by an in-depth analysis of the influence of imitation and correction on language acquisition.

The Oxford English Dictionary defines language as: “the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way” (“Language”). While all languages have complex structures, before children reach six years of age, most have become sophisticated language users. Therefore, we must consider what influences the process of language acquisition. This exploration will begin with behaviourism— an academic school of psychology that has dominated the language acquisition scene since the 50s and 60s of the 20th century. B.F. Skinner (1957)—a pioneer of behaviourism—postulated that language acquisition is influenced by people’s behaviours (i.e. the formation of habits. ‘Infants learn oral language from other human role models through a process involving imitation, rewards, and practice. Human role models in an infant’s environment provide the stimuli and rewards’ (Cooter and Reutzel, 27).

In light of this statement, it is presupposed that language can be acquired through imitation, correction, reinforcement and analogy. However, per *An Introduction to Language* (Fromkin, 325–326), children try to imitate adult’s speech, but they fail in reproducing some words and sentences due to their undeveloped rules of grammar: ‘... some words are barely recognizable’. Therefore, there is a strong likelihood that imitation plays an insignificant role in the process of language acquisition. To justify this claim, an example is provided:

Mother: ‘Did you say they held them tightly?’

Child: ‘No, she holded them loosely’ (MacWhinney and Snow, 281).

The child neither tries to imitate the adult’s speech nor reacts to the adult’s correction. The child ignores the correct usage of the verb form ‘hold’ and does not differentiate between regular and irregular verbs, even though the mother corrected him. Fromkin (326) also emphasises that, even though children may try to imitate an adult’s speech, they fail due to their inability to produce words and sentences beyond their developing grammar, as follows:

Adult: ‘He’s going out’.

Child: ‘He go out’.

Following the behaviourist tradition, correction is another key influencer of language acquisition. Roger Brown and his colleagues at Harvard University examined interactions between children and

parents and concluded that correction of language occurs quite infrequently. A parent would rather correct facts than grammar: ‘...parents care much more about truth and good behaviour than grammaticality...’ (Gleitman and Liberman, 112). For example, in a conversation where a child said, ‘Walt Disney comes on Tuesday’, the adult corrected the child about the date because the programme had been shown on Wednesday (Brown and Hanlon, 49). Therefore, while a child may produce grammatically incorrect sentences, such as by not differentiating between regular and irregular verbs or confusing them, the child will not be corrected. By contrast, a false interpretation of facts will be immediately negatively reinforced by parents. Hence, conclusive evidence states that imitation and correction are involved in the process of language acquisition only to some extent, and their roles should not be overestimated. Therefore, there is a need to consider not only the external factors that influence language acquisition but also internal factors, such as a child’s grammar knowledge and abilities.

Regarding the nativist perspective, per linguist Noam Chomsky, all human beings are born with an inherent ability to acquire any human language, and the linguistic environment does not need to be special for a child to learn the language: ‘We are designed to walk... That we are taught to walk is impossible. And pretty much the same is true of language. Nobody is taught language. You can’t prevent the child from learning it’. Therefore, it is important to examine the language acquisition device (LAD) and universal grammar (UG) concepts – two key components of the nativist theory of language. A preliminary study of the LAD model was provided by Chomsky: ‘The Language Acquisition Device is a theoretical component of the individual’s thought’ (25). He claims that the LAD is a specific genetic programme of humans that allows them to learn and use a language, regardless of the degree of difficulty of the language. Chomsky (53) hypothesises that children are biologically hard-wired with the LAD to understand the rules of a language and acquire the vocabulary. Children have ‘basic’ knowledge and the ability to comprehend speech, but they need to enrich their vocabulary and form more sophisticated sentences by applying the syntactic structures using the LAD. Linguists further

developed his idea of the LAD into UG, which was defined by Chomsky as ‘the system of principles, conditions, and rules that are elements or properties of all human languages . . . the essence of human language’ (29). UG is a genetic component whereby all human beings acquire their first language, despite any external factors and linguistic environment.

Having analysed the degree of importance of imitation and correction, it has been concluded that these external factors influence the process of language acquisition to a limited extent. By contrast, the data suggest that UG tends to play the most powerful role in the acquisition of language because, according to Chomsky, all human beings are born with an innate template whereby they learn grammatical structures and gradually enrich their vocabulary.

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Применение марксистского метода в литературе к произведениям сестер Бронте

Аннотация: в настоящей работе с точки зрения марксистского подхода анализируются два ключевых произведения Сестер Бронте: *Джейн Эйр* Ш. Бронте и *Грозовой Перевал* Э. Бронте.

Ключевые слова: марксистский подход, «Джейн Эйр», «Грозовой перевал».

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The Application of Marxist Literary Criticism to the Works by Bronte Sisters

Abstract: this paper will apply Marxist approach to two prominent masterpieces by the Brontë sisters: Charlotte Brontë's *Jane Eyre* and Emily Brontë's *Wuthering Heights*.

Keywords: marxist approach, *Jane Eyre*, *Wuthering Heights*.

For many years, Marxist literary criticism has generated considerable interest due to its unique applicability to texts. This paper will apply Marxist approach to two prominent masterpieces by the Brontë sisters: Charlotte Brontë's *Jane Eyre* and Emily Brontë's *Wuthering Heights*. As will be shown below, the novels tend to demonstrate the social position of authors, their suffering due to their low social status and the socio-economic situation of the time. Through the key characteristics of Marxist literary criticism, the texts will be analysed in details.

Marxism is defined by writer and critic Peter Barry as 'a materialist philosophy' that aims to 'bring about a classless society, based on the common ownership of the means of production, distribution, and exchange' (156). According to Barry, Marxist critics relate the context of a work to the cultural, historical, and political background of an author and his or her social status. Furthermore, Marxist critics also interpret a work with regard to the social period 'which "produced" it' (167). Of equal importance, Marxist critics emphasize the forms, styles, and language of the particular historical period in which a text was produced. Hence, the overall Marxists practice focuses on the conflicts between distinct social classes and the concept of power in the framework of a historical era and profoundly examines the social status of the author because Marxist critics believe that literature is a reflection of culture. Moreover, class ideologies, which include "outlook, values, tacit assumptions, half-realized allegiances, etc."- have a major bearing on what is written by a member of that class' (Barry, 158).

Before employing the practices enumerated above to take a closer look at the Brontës' texts, it is necessary to consider the sisters' backgrounds. The Brontë family was considered a poor one, although the sisters were "the daughters of an impoverished but highly educated clergyman of Irish extraction" (Matthewman, 84). Their social position was indefinite since, during the Victorian era, women "were constrained by patriarchal boundaries in the domestic, professional, and social spheres" (84). The circumstances under which the works were written had a powerful influence on the novels, almost reflecting the sisters' way of life: "the issues with which they had to grapple in their everyday reality also appear as the main preoccupations of their female protagonists" (84). The sisters grew up during the time of the Industrial Revolution in England when the country was divided between landed properties and intensive manufacturing and when the socio-political conflicts of Victorian England were at their peak, which also found its reflection in sisters' Bronte novels: "It would appear then that the Brontë sisters' writings do not simply speak of the sisters' concerns. Rather, they can be seen to reflect, and reflect upon, some of the pressing issues of their day" (83).

Charlotte Brontë, the eldest of the three Brontë sisters, represented her experience in her famous novel *Jane Eyre*. Charlotte together with four sisters studied at school for the daughters of clergymen called Cowan Bridge, where her two sisters, Maria and Elizabeth, died of tuberculosis due to ill management of the school. Similarly, the titular protagonist of *Jane Eyre* goes to a school called Lowood, where conditions are impoverished poor, and numerous girls die because of inevitable sickness and a constant lack of food: 'Charlotte's sad experiences, her sufferings and miseries related to that school, were fictionalized in the infamous Lowood school of her novel *Jane Eyre*' (Teodorescu, 2). From a Marxist perspective, the terrible conditions and excessively strict rules that the girls must comply with indicate their low position in society and their dependence on authority. The novel offers a substantial number of episodes worth analyzing from the Marxist critical perspective, but this paper examines only the most notable of them.

When *Jane Eyre* gets a job as a governess at Thornfield Hall, she gradually falls in love with Edward Fairfax Rochester, the wealthy and much older master of Thornfield Hall. Jane's belonging to the lower class immediately establishes a boundary between her and her employer, as demonstrated by Jane's manner of holding a dialogue with Rochester and addressing him as 'Master' or 'Sir': 'I hardly know, sir' (C. Brontë, 94); 'Sir, I was too plain; I beg your pardon' (101). This is also shown by her frequent use of verbs of duty and obligation that highlight her inferiority: 'I should be obliged' (94); 'I ought to' (101). Moreover, when wealthy Mr Rochester's friends arrive for a long stop at Thornfield Hall, Jane does not dare to join the company or even have dinner with the guests. She behaves as reservedly and modestly as possible because she is merely the governess, without possessions or wealthy relatives: 'I sit in the shade—if any shade there be in this brilliantly-lit apartment; the window-curtain half hides me' (126). While *Jane Eyre* sits quietly in the shade, closely observing the rich guests, she overhears two wealthy women conversing disrespectfully on the role of a governess with Mr Rochester, which again highlights Jane's insignificant social position. It is also important to mention the episode in which Mr Rochester proposes the weak *Jane Eyre*,

who has no friends and relatives to help her. Thus, it demonstrates a struggle between 'internal' factors, such as equal spiritual affection and mutual sincerity (which are minor factors because they lack material value) and the 'external' factors, such as affluence, that keep two souls from the union:

– 'Jane, will you marry me?'

– 'Me who have not a friend in the world but you...?' (177).

Though *Jane* loves him and genuinely aspires to accept the proposal, she doubts and cannot imagine the 'unequal' marriage. Fortunately, they unite at the end of the novel. However, from a Marxist perspective, these materialistic values and the strict stratification of society vividly embody dependence and the compelled obedience that is caused by the protagonist's low status. One issue Marxist critics dwell on is spirituality versus materiality, as illustrated by Jane's speech: 'Do you think because I am poor, obscure, plain, and little, I am soulless and heartless? You think wrong!—I have as much soul as you, – and full as much heart! ... it is my spirit that addresses your spirit; just as if both had passed through the grave, and we stood at God's feet, equal,—as we are!' (176).

In the same framework, some prominent excerpts from Emily Brontë's "*Wuthering Heights*" merit analysis from the Marxist critical point of view. The setting of the novel, the Yorkshire moors, is closely connected with the author's affection for the place: 'She was a lonely person, she liked to wander on the moors, to write, draw, or play the piano' (2). The plot centres on the life of Heathcliff, a gypsy-like person who is adopted as a son by Mr. Earnshaw, the owner of *Wuthering Heights*. The adjectives used to describe the stranger highlight his insignificance and demonstrate his status: 'a dirty, ragged, black-haired child' (E. Brontë 1312). The fact that Heathcliff was homeless and the dark colour of his skin already signal his low-class position. In the family, he is treated like a non-human being and is addressed as 'it' and as a 'thing' that might be discarded if it proves useless: 'Mr. Earnshaw told me to wash it, and give it clean things, and let it sleep with the children' (1313).

Heathcliff becomes very close to Catherine, a daughter of Mr Earnshaw. They spend a great deal of time together, but, while

class boundaries may not be vividly established in childhood, socioeconomic conditions play a crucial role when they grow older. When Linton's dogs injure Catherine, she remains there for five weeks to recuperate, and the long-stay alters her: 'By that time her ankle was thoroughly cured, and her manners much improved' (1321). She appears to be a different person from who she was before, and now the socio-economic boundary is vivid. From a Marxist perspective, Cathy raises her status when she marries Edgar Linton moving from a farm, Wuthering Heights, to an estate, Thrushcross Grange. Although her choice is induced by materialistic values and the possibility of climbing higher on the social ladder, it betrays her genuine feelings and faith. She loves Heathcliff and admits their spiritual equality – 'whatever our souls are made of, his and mine are the same' – (1335). Catherine also prefers the wealthy, well-educated Linton because he is superior to the grubby, illiterate Heathcliff. Thus, she conforms to society's expectations: 'I've no more business to marry Edgar Linton than I have to be in heaven; and if the wicked man in there had not brought Heathcliff so low, I shouldn't have thought of it. It would degrade me to marry Heathcliff now; so he shall never know how I love him' (1335). The gypsy's wild nature and Heathcliff's poor manners manifest themselves when he decides to take revenge on Earnshaw for mistreating him and on Linton for stealing his love as though to demonstrate his supremacy. However, the result is quite paradoxical: on the one hand, Heathcliff accumulates capital and becomes the owner of Wuthering Heights; on the other hand, everyone abandons him and suffers from his cruelty. It might be postulated that the wealth of some leads to the poverty of others.

This paper has applied the Marxist critical approach to literary works written by the Brontë sisters. An analysis of the texts shows how Marxist literary criticism thoroughly examines aspects of authors' biographies and biographical influences on their writings. It demonstrates Marxist theory's concern with power relations, hegemonic authority and its influence on inferiors, and how socioeconomic conditions create boundaries for people's relationships in society.

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Критический анализ репрезентации идеального рыцаря в произведении *Сэр Гавейн и Зеленый Рыцарь*

Аннотация: в настоящей работе рассматривается репрезентация идеального рыцаря в произведении «Сэр Гавейн и Зеленый рыцарь», рыцарском романе среднеанглийского периода, созданном в XIV веке неизвестным автором.

Ключевые слова: рыцарский роман, идеальный рыцарь.

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Critical Analysis of the Representation of the Ideal Knight In *Sir Gawain and the Green Knight*

Abstract: this paper discusses the representation of the ideal knight within the frame of *Sir Gawain and The Green knight*, a Middle English chivalric romance written in the 14th century by *Gawain-Poet*.

Keywords: chivalric romance, ideal knight.

English literature during the medieval period is famous for its impressive adventurous stories, action-packed plots, courtly love, chivalrous feats of heroes, and brave knights. Knights with outstandingly heroic features have attracted considerable interest due to their 'ideal' model of behaviour, of being fearless and selfless. This paper discusses the representation of the ideal knight within the frame of *Sir Gawain and The Green knight*, a Middle English chivalric romance

written in the 14th century by *Gawain-Poet*. Before a profound analysis of the image of the ideal knight, the concept of medieval chivalric codes and heroism will be outlined.

Chivalry is originated from Old French *chevalerie* 'kighthood, chivalry, nobility, cavalry, the art of war,' ('Chivalry' [Online Etymology Dictionary]). The Cambridge Dictionary defines chivalry as: "the system of behavior followed by knights in the medieval period of history, that put a high value on honour, kindness, and courage" ("Chivalry"). This system "with its religious, moral and social codes" dominated the minds of people (Dean, 3) and contain a set of characteristic features, such as honour, braveness, fearless and selflessness.

Of equal importance, it is worthwhile to consider heroism. The word 'heroic' means "having or displaying the qualities of a hero," "noble, magnanimous" (Online Etymology Dictionary). Therefore, heroic code also represents a set of qualities relating to a fearless, courageous person, for whom any boundaries are surmountable. However, there might be a small discrepancy regarding the concepts of heroism, and so the notions of epic heroism and the knight's heroic code are discussed.

The basic idea of the 'hero' represented in literature was summarized by Morton W. Bloomfield: "The original hero in early literature was probably based on the king who died for his people, the warrior who defeated the tribe's enemies ..." (30). In examining the role model of the hero, there is a need to consider the epic hero and how it deviates from the Arthurian hero-knight. For an epic hero, for instance, Beowulf, the primary purpose was fighting for the survival of his tribe or nation. The epic hero would not manifest his 'heroic' qualities, such as courage, bravery, and loyalty for the right name and the court. "Epic literature is a stately, solemn celebration of national life in the heroic age. Its heroes are simple men, versed in the activities of common life ... they are leaders not through class status or wealth or even birth, but the excellencies of heart and mind and hands" (Moorman, 27–28).

A clear difference might be seen in comparison with the typical Arthurian hero: the hero is no longer a defender of his people, instead a fighter for his ideals. Thus, we may trace a development in the hero trope: "authors and audiences desire a hero who not only seeks glory

and defends his people with his superior strength, but also cunningly acquires further renown both in the military arena and in the courtly one" (Labossiere).

The difference illustrated may be best explained by the transition from national unity to feudalism. During the time of epic heroism, there were constant wars, in contrast, the Arthurian time is characterized by a more peaceful circumstances upon which one could demonstrate his 'heroic' behaviour: "The new feudalism with its leisure and highly stratified class structure demanded a new hero, a man attuned to the niceties of conduct and indoctrinated in the values of courtly life" (Moorman, 29). In this context, it is worthwhile considering whether the poem *Sir Gawain and the Green Knight* conforms to the concept of the 'ideal knight'. Hence, the most prominent symbols of the poem, such as pentangle and the girdle would be analysed.

The powerful symbol, the pentangle, a five-pointed star, appears on Gawain's shield: "On shield and coat in view/ He bore that emblem bright" (*Gawain*-poet, line 636). From a religious perspective, the pentangle's five points represent the five wounds of Christ. Importantly, the star of Bethlehem also indicates the five characteristics of knighthood: "generosity, courtesy, chastity, chivalry and piety" (line 663). The presence of the symbol on Gawain's armour serves as an indicator of these characteristic virtues and the assurance of Gawain's honour as a knight. Equally important the colour of pentangle: gold. From a religious perspective, gold also stands for the presence of God (Deuteronomy, 4:24), which likewise justifies Gawain's ideals.

Another symbol is the green girdle, which indicates a test for Sir Gawain. When he approaches the Green Chapel, he meets Lady Bertilak, who tries to seduce the guest for three days. As revealed later, her actions were planned to be a difficult challenge for Sir Gawain, which he partially passes. The word 'partially' represents his fear for his life when he takes the magic green belt offered by Lady Bertilak: though he takes it, he still withstands the Lady's charm and temptation. The knight's nature, his imperturbability, and his aim of being there take precedence over everything else. Moreover, during the day of the exchange of bows, Sir Gawain is not unpunished for his misconduct; he returns home with the scratch on his neck and the belt as a sign of his fault:

"This that I bear in my neck is the badge of this blame.
This is the evil and the loss that I have got
from the cowardice and covetousness that I showed there"
(line 83).

Importantly, the green colour of girdle touches upon aspects of nature and existence Sir Gawain's aspiration of saving his life: "... an additional connotation of green, undoubtedly arose in connection with the phenomenon of pleasant seasonal change, the renewal of life, and man's desire for immortality." (Chamberlin, 30). On the other hand, the greenness has a negative connotation and represents supernatural and alien to humans, particularly concerning the Green Knight (Sadowski, 82). Hence, it might be assumed that green girdle reflects a contentious meaning: Sir Gawain accepts it and gets a chance of saving his life. However, it appears alien to him as he is nonetheless punished.

As mentioned by Adrian Bonenberger, "Gawain is ultimately taught a lesson in honesty and honor, as Gawain is caught in a lie and punished accordingly" (35). Hence, there is a battle between these symbols: the green girdle challenges the 'heroic code', the gold pentangle with its five ideal – knight's virtues.

As has been noted, though Sir Gawain accepts the girdle, he does not violate his principles; instead, his 'failure' demonstrates how the chivalric code cannot constantly dominate, that even the most idealistic knight can be at fault. It is further worthwhile considering Gawain's actions, which exemplify the knight's virtues. From the perspective of chivalry, Sir Gawain's actions and manners represent courage and imperturbability. To illustrate, when the Green Knight unexpectedly enters the room, the Knights of the Round Table, who are by their nature noble and courageous, allow the moment of awkward silence and uncertainty. Nobody but Sir Gawain accepts the challenge and beheads the stranger, thus justifying his faithfulness and inwardness.

"Gawain, that sat by the queen, turned to the king:
"I beseech now with all courtesy
that this affair might be mine"
(line 11).

The moment of an unexpected pause after the guest's invasion depicts a contrast whereby Sir Gawain's heroism is revealed. The very act of accepting the challenge and taking a step towards the stranger, towards the unknown, not fully comprehending the possible consequences and further unexpected turn of events, is itself courageous and heroic. It is worth highlighting that Gawain's deed is induced by his will, his strong soul, and his true knightly virtue. While the beheaded Green Knight arranges a return meeting in a year, causing Arthur's nephew to be apprehensive for the year, on the whole, the knight accepts the challenge and, despite his fear of losing his life, he is inspired to meet the stranger again. He is ready for any outcome, whether fortunate or tragic. Moreover, Gawain has stayed true to himself, his chivalric duty and nature while being tempted by a woman for several days.

Having analysed the chivalric and heroic codes and carefully examined the poem and its symbolic interpretations, there is clear evidence that this Middle English masterpiece conforms to the idea of the 'ideal knight'. It has been revealed that despite Gawain's failure, which might be excused by his human being and by the fact that sometimes even the bravest and the most idealistic heroes fail, Arthur's nephew manifested all knight's virtues and stayed true to both himself and the kingdom.

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Технологии формирования межкультурной компетенции на основе настольных игр у младших школьников

Аннотация: настоящая статья посвящена использованию настольных игр на уроках иностранного языка в начальной школе как средства формирования социокультурной компетенции.

Ключевые слова: вторичная языковая личность, мировое культурное сообщество, межкультурная коммуникация, культура, социокультурный подход, межкультурная компетентность, настольные игры.

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Technologies of the Cross-Cultural Competence Formation Based on Board Games among the Primary School Children

Abstract: the present article is devoted to the use of board games in the foreign language lessons in primary school as a means of forming socio-cultural competence.

Keywords: secondary language personality, world cultural community, intercultural communication, culture, socio-cultural approach, cross-cultural competence, board games.

Until recently, the main goal of the foreign language teaching was to form a secondary language personality ready to communicate in a foreign language. Currently, this goal has changed somewhat. Nowadays a school graduate must be ready to integrate into the world cultural community. The formation and development of a secondary language personality, ready for intercultural communication, is not possible without knowledge of the culture and traditions of the country whose language is being studied.

According to V.S. Stepin, an outstanding Russian scientist and professor, culture is a complex and multifaceted object of scientific knowledge. The scientist defines culture as “a system of historically developing supra-biological programs of human activity (activity, behavior and communication) that ensure the reproduction and change of social life in all its main manifestations. These programs are represented in the culture by a variety of knowledge, norms, skills, ideals, patterns of activity, behavior, ideas, hypotheses, value orientations, etc. They form a historically accumulated social experience” [1, p. 11].

Thus, since one of the main tasks of teaching a foreign language in schools is the formation and development of pupils’ skills and abilities to implement intercultural communication, it seems necessary

to include information of a country-specific nature in each lesson of a foreign language. S.G. Ter-Minasova notes, “languages should be studied in inseparable unity with the world and culture of the peoples who speak these languages” [2, p. 27]. In this regard, there is a need to apply a socio-cultural approach to teaching foreign languages, which was proposed by a number of Russian scientists (V.V. Safonova, V.P. Sysoev, I.L. Bim and many others). First of all, the socio-cultural approach to language teaching means “communication-oriented foreign language teaching that is closely related to the use of language as a means of learning the world and national culture, subculture of the country of the language being studied, the spiritual heritage of countries and peoples, and ways to achieve intercultural understanding. Teaching foreign language communication is conducted in the context of a dialogue of cultures, taking into account differences in the socio-cultural perception of the world” [3, p. 287]. The aim of this approach is the formation of cross-cultural competence of pupils and their preparation for full communicative act involving the knowledge of linguistic (vocabulary, grammar, etc.) and non-linguistic (non-verbal gestures, etiquette, etc.) material.

It should be noted that the problem of forming cross-cultural competence is reflected in the new Federal State Educational Standards. Moreover, it is one of the main goals of teaching foreign languages.

The modern educational system in Russia implies teaching a foreign language starting from the second grade of primary school. The younger the learners who are to be taught a foreign language, the more urgent the problem of finding effective teaching tools becomes. According to many experts in psychology and pedagogy, one of the most effective means of teaching children is a game.

A game is one of the most amazing phenomena of human existence. A game exists as long as a person exists. Its history goes thousands of years back and it is an integral part of human life, starting from the earliest childhood. There is not a single nation whose culture does not include a variety of games that are used to raise and educate children. A game as a magic box for centuries accumulates customs, traditions, cultural characteristics and characteristics of a particular nation, passing on all this “wealth” to subsequent generations. It

is a socio-pedagogical phenomenon, the role of which in the formation of personality is difficult to overestimate.

V.A. Slastenin points out that a game is “a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior is formed and improved” [4, p. 128].

There are many games and their classifications. The games used in the educational process are commonly called pedagogical (educational) games. One of the most popular types of educational games in the foreign language lessons among primary school children is a board game.

Board games have a great educational capacity. A distinctive feature of board games is the “live” joint communication of players, which takes place in an unusual environment – simulated reality, recreated due to the rules, game attributes, the participants’ imagination and the authors’ talents. Board games have a wide variety, colorful design and the ability to involve many participants in a limited space.

Today, board games are often used in the foreign language lessons in primary school. They help not only to learn phonetics, vocabulary, grammar and other language aspects, but also to get acquainted with the peculiarities and culture of the countries where this language is spoken. In other words, board games contribute to the formation of cross-cultural competence among primary school children. At this stage the development of cross-cultural competence includes learning the names of the countries where the studied language is spoken, gaining basic cultural knowledge about them and developing an understanding of the realities and culture of native speakers. Primary school children also learn basic norms of speech etiquette common in the countries of studied language, learn to rely on these norms in various situations of interpersonal and intercultural communication, and learn to represent their culture through the foreign language.

An important aspect in the use of board games in the foreign language lesson is their correct organization. First of all, pupils should be psychologically and intellectually ready to participate in the game. Game actions should be conducted in an environment that creates a happy mood, a disposition to communicate, there should be an atmosphere of mutual understanding, mutual respect and cooperation.

In addition, board games should correspond to the age of its participants, should arouse their interest and be meaningful for them. In other words, all game actions should be based on the knowledge, skills and abilities that pupils have acquired earlier in the course of learning the language, as well as provide pupils with the opportunity to make rational and effective decisions, while giving a critical assessment of their actions and those of others.

Thus, board games have huge educational capacity. They can be organized in different ways, but each of them has a positive impact on the educational process, contributing to the comprehensive development of pupils, the formation and development of their intellectual abilities, memorizing the studied language material, getting acquainted with the cultures of other countries, etc.

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Развитие невербальных коммуникативных навыков как компонента социокультурной компетентности у студентов, изучающих английский язык как иностранный

Аннотация: статья посвящена вопросу развития социокультурной компетенции как компонента коммуникативного обучения иностранным языкам. В работе представлены количественные данные, полученные в ходе проведенного опроса среди 57 студентов бакалавриата, направления подготовки «педагогическое образование». Особое внимание уделяется вопросу невербального общения в контексте преподавания иностранного (английского) языка, которое может повлиять на успешное достижение коммуникативной цели при взаимодействии с представителями разных культур. В конце статьи представлены практические рекомендации по развитию знаний и навыков в области невербального общения на уроке иностранного (английского) языка.

Ключевые слова: обучение английскому языку, коммуникативный подход, социокультурная компетенция, невербальная коммуникация, жесты.

Developing Non-Verbal Communication Skills as the Component of Socio-Cultural Competence in EFL Students

Abstract: the article is dedicated to the question of promoting socio-cultural competence as a component of communicative language teaching. The scientific work involves the results of questionnaire on developing socio-cultural competence at a school level, which was responded by 57 undergraduates majored in pedagogy. The particular attention in the article is given to teaching non-verbal behaviour that might affect successful communication between representatives of different cultures who share English language as lingua franca. At the end of the article the authors suggest practical implications for raising students' awareness of non-verbal behaviour in the process of teaching English language.

Keywords: teaching English language, communicative language teaching, socio-cultural competence, cross-cultural communication, non-verbal communication, gestures.

Nowadays English language is widely shared not only by native speakers, but also by representatives of different nationalities and countries around the world. In essence, English language has become a vital part for establishing stable international relationships in the business area, for achieving worldwide recognition in the scientific realm, for the efficient functioning of international organisations. Therefore, today it is regarded as global lingua franca, which role is quite difficult to underestimate in the modern world. As a matter of fact, a lot of scholars support this standpoint, to take for instance; O. Etus and K. Schultze argue “English as the world lingua

franca possesses a status which has rarely, if ever, been reached by any language in history” [7, p. 259].

Speaking about language learning, communicative language teaching (CLT) is still most popular approach in the world of ELT, which is cited in a great number of teaching aids and materials [9, p. 45]. In fact, CLT suggests developing communicative competence, which involves not only knowledge and skills of the target language, but also the ability to communicate appropriately in any particular context including different socio-cultural settings [3, p. 1600]. In other words, in light of globalization, where English language plays the essential role, we as teachers should provide our students with sufficient skills of grammar and lexis as well as with social-cultural knowledge to gain successful communication in the multinational world. The similar viewpoint is expressed by A. Kolesnikov [2, p. 3] who states that the process of worldwide integration has made the language policy focus on multilingualism and multicultural issues. More importantly, the recent Common European Framework of Reference for Languages (CEFR) considers learners as “plurilingual and pluricultural beings” and language classroom should allow them to “use all their linguistic resources when necessary, encouraging them to see similarities and regularities as well as differences between languages and cultures” [6, p. 27]. Thus, the methodological message of the CEFR is that language learning is directed towards enabling students to act in real-life situations as representatives of home culture expressing tolerance and taking into account the peculiarities of other (foreign) cultures.

This scientific paper is dedicated to the issue of developing socio-cultural competence in teaching English language paying close attention to non-verbal communication. We do believe that cross-cultural skills in a par with listening, speaking, reading and writing should be taught. In essence, while interacting with other nations and nationalities the mistake in the cultural dimension can be considered as “conscious;” thus, impolite and even insulting, whereas grammatical or lexical errors might be perceived as “unconscious;” therefore, less vulnerable to a communication breakdown.

Regarding the terminology, many scientific papers are devoted to characterising and defining socio-cultural competence, for example, I. Anuziene gives the following definition “possibility to apply multicultural knowledge, skills and values in the process of intercultural communication” [5]. In addition, E. Vetoshkina and N. Kolhonen interpret it as “ability to operate a system of socio-cultural knowledge and skills in the implementation of communication in a dialogue of cultures” [1, p. 67]. Yet, the most precise definition, from our perspective, is provided by M. Safina who characterises a socio-cultural competence as “the possession of and the ability to apply a set of multicultural knowledge, skills and qualities in the process of intercultural communication in the specific conditions of life and tolerance towards people of other nationalities” [10, p. 81].

What is more, cross-cultural communication can be viewed from two perspectives:

- verbal communication (politeness, addressing people, compliments, degree of directness);
- non-verbal communication (eye contact, facial expressions, gestures, posture, personal space and voice).

In this work we refer non-verbal communication to the process of sending and receiving information without using words. Nowadays a verbal component of socio-cultural competence is well-developed in modern EFL / ESL course books and other didactic materials. However, the issues of non-verbal behaviour are less frequently paid attention to in English language classes. Interestingly, professor Albert Mehrabian at the University of California has revealed that the total impact of a message is approximately 7% verbal, 38% vocal (involving volume, pitch, timbre and paralanguage) and 55% non-verbal [8]. This sound evidence underlines the importance of teaching non-verbal features of communication in a language classroom, particularly English, which is internationally recognised as a global language.

Furthermore, in order to build successful communication between representatives of different cultures the interlocutors should have knowledge of key differences in non-verbal behaviour between home

and foreign cultures. In other words, the norms of eye contact, social distance, facial expressions, appropriacy of gestures and posture in the particular socio-cultural setting are crucial for achieving communicative goal [12]. We suggest a few cross-cultural instances, in which non-verbal behaviour might play a vital role while establishing effective communication:

- Such a common facial expression as a smile may cause misunderstanding between representatives of different cultures. To take for instance, Chinese often use a smile to cheer up a person who made a mistake and show that a person should not feel awkward because of it, while it makes, for example, the western think that they make fun of them [12].
- Also, eye contact varies much from culture to culture. Americans tend to look into the eyes of an interlocutor, which is normal and shows respect, whereas in Asian cultures direct eye contact might be found inappropriate in some situations [4].
- Another component of non-verbal communication is personal space. The Spanish, Arabians, Italians and Latin American prefer to stand close to each other in the process of communication in comparison with Americans and the Brits, who have bigger space “bubble” [11]. In other words, intrusion into the private space may lead to communication breakdown, thus, should be taken into account as well.

In order to get a deeper insight into the issue, there was administrated a questionnaire aimed at the development of a socio-cultural competence and non-verbal skills and knowledge at schools. The respondents were first-year students of Moscow Pedagogical State University, Institute of International Education, who are majored in pedagogy and are studying theory and methods of foreign (English) language teaching. More precisely, 57 freshmen were asked to reflect on their studying experience at school paying particular attention to acquiring socio-cultural competence in their EFL classes. Also, the undergraduates expressed their opinions on the importance of promoting this component of communicative competence in EFL learning. In essence, the questionnaire involved non-open-ended items.

The first item referred to the importance of socio-cultural component in learning English language: “The process of learning foreign language should also develop socio-cultural competence.” The results are presented in the diagram below.

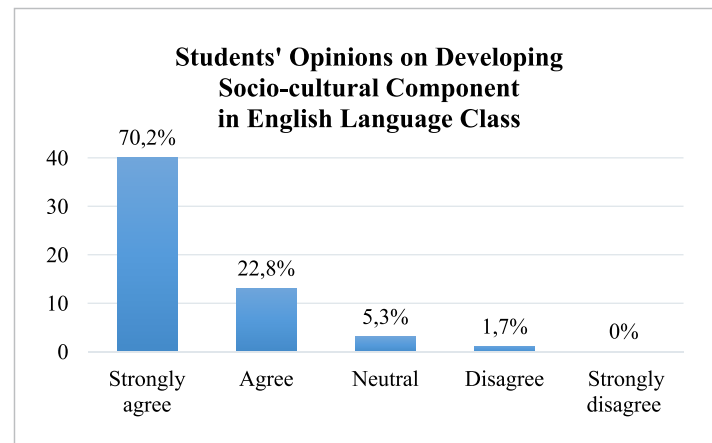


Fig. 1. Students' opinions on developing a socio-cultural component in EFL learning

The figure suggests that the majority of future teachers ($n = 53$) acknowledge the importance of this aspect of foreign language teaching. In addition, only one respondent expressed the disagreement with the statement. Thus, socio-cultural knowledge and skills are rated as essential by the future generation of educators.

Another questionnaire item was aimed at students' learning experience at schooltime. The question focused on the components of socio-cultural communication that participants might have been taught: “Which aspects of socio-cultural communication (both English-speaking and other cultures) were you taught during English language classes at school?” (see fig. 2). Necessary to outline, the participants were able to choose one or more options to answer.

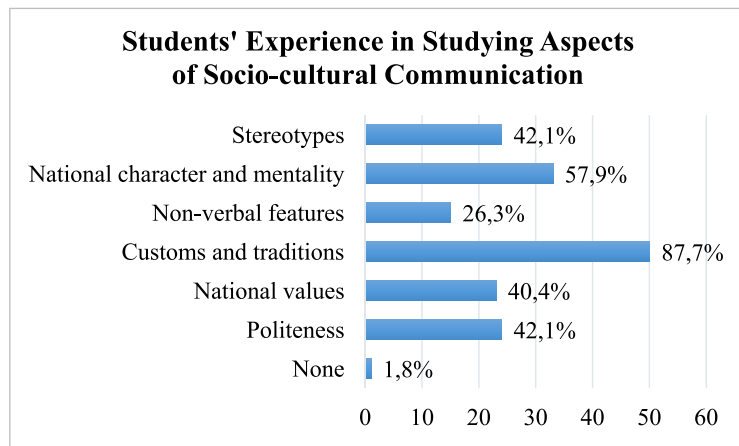


Fig. 2. Students' experience in studying components of socio-cultural communication

The data have revealed that the least developed aspect of this competence is non-verbal features of communication (14 participants, 26,3%). On the opposite side, the most popular option was “Customs and traditions” which is considered to be a well-developed topic in the modern school course books. In other words, teaching non-verbal patterns of different cultures seems to be paid little attention to at a school level; however, the lack of this knowledge might lead to a communication breakdown.

The last item asked the undergraduates to ponder over their learning experience and included the following question: “Reflecting on your learning experience, would you have devoted more attention to cross-cultural issues while studying at school?” Interestingly, the results have shown that **86%** ($n = 49$) answered “Yes.” Therefore, in light of the process of globalisation and the role of English language as a lingua franca it seems that teaching foreign language should take socio-cultural component into special consideration.

Drawing from the gathered results of the questionnaire, we would like to focus on gestures as a part of non-verbal communication which is quite underdeveloped today. Also,

the rationale for selecting this very component is that gestures in different cultures might be hard to decode and vary a lot; more importantly, the mistake in this cultural aspect might be viewed not only as offensive, but also as an area of conflict. Therefore, raising students' awareness of gestures in the context of developing socio-cultural competence is essential for their further successful communication with representatives of different nationalities. We suggest a few examples of the most frequent gestures which might be perceived by cultures differently:

1. “OK”

This sign is commonly used to express something good. However, in some cultures it may carry another meaning. By way of illustration, such countries as Australia, Belgium and France understand it as “nothing” or “zero”, in Japan gesture “OK” might mean a bribe, also in Arabic countries it is used as a sign of threat.

2. “Thumb up”

The usual meaning of this gesture is approval. Yet in some Arabic and Islamic countries this sign can be rude and offensive. What is more, in Thailand “thumb up” reflects mockery and condemnation [11].

3. Snapping fingers

This sign is used to call a waiter in many countries, whereas in such countries as the USA, China and Europe snapping fingers might be perceived as a rude and disrespectful behaviour.

These aforementioned gestures are most common that we use in our daily life. Psychologically speaking, we may make gestures, especially which carry positive or neutral connotation in our home culture, unintentionally and unconsciously; however, while communicating with other cultures certain signs might be offensive and lead to a “cultural” mistake. Therefore, EFL students should be taught this aspect of non-verbal behaviour and be aware of them.

Last but not least, the activities and tasks in the classroom should not only develop traditional language skills and systems, but also prepare learners for a real-life communication outside the classroom where they are likely to interact with representatives of different nationalities. A few suggestions on raising students' awareness on gestures are outlined and might be brought into the classroom:

1. Project work

From our perspective, project work is a good opportunity for students to explore the area in question. In fact, the projects can be dedicated to selected cultures, where a group of learners work on the particular nationality outlining its characteristic features, gestures that are both frequently used by representatives and have negative connotation. Finally, they present it in open-class and share their knowledge with peers. Nowadays there exist a lot of sources focused on socio-cultural issues, and non-verbal communication, and gestures of different nationalities which might be used as a teaching aid and material.

2. Role-play

Another useful activity is a role-play that can be the extension of a project work (mentioned before), or used as a separate task. More precisely, students take the roles of representatives of different countries including non-verbal behaviour and gestures. The setting for the task can vary: small talk, business area, or the current topic of the module. Having learnt the gestures of a foreign culture (presented by a teacher or found in the given sources), they adopt and display them in a role-play.

3. Educational videos

Today a great number of video materials is devoted to cross-cultural communication and can be found on the World Wide Web. By way of illustration, gestures could be in the film extracts, or in short video clips especially made on the topic of signs. Tellingly, one of the striking instances is “American Hand Gestures in Different Cultures – 7 Ways to Get Yourself in Trouble Abroad” that might be found on Youtube.

Summing up, socio-cultural competence is a significant area to tackle while teaching / learning foreign language, particularly English as a global language. As a matter of fact, the conducted questionnaire has revealed that the components of socio-cultural competence are taught unequally in today’s secondary schools, where the weak point is non-verbal component. On the one hand, it might be considered as quite narrow topic in the teaching process; on the other hand, a lack of awareness of non-verbal issues is likely to cause “broad” mistakes. Consequently, teaching English language should prepare students for a real life anticipating possible problems in an authentic communication.

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Сексуализация женщин как концепция, воплощенная в средневековой литературе и Ренессансе

Аннотация: данная статья рассматривает женские образы и сексуальность в литературе на примере рассказа Джэфри Чосера “The Wife of Bath’s Tale” и метафизических поэм Джона Донна и Эндрю Марвелла.

Ключевые слова: женские образы, женская природа, сексуальность, метафизическая поэзия, женщины в метафизической поэзии, средневековая литература, роль женщин, патриархальное общество, литературная критика в феминизме

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Sexualisation of Women as the Concept Embodied in Medieval Literature and Renaissance

Abstract: this article explores feminine images and sexuality in literature basing on the example of Geoffrey Chaucer’s tale “The Wife of Bath” and the metaphysical poems of John Donne and Andrew Marvell.

Keywords: female images, femininity, sexuality, metaphysical poetry, women in metaphysical poetry, medieval literature, the role of women, patriarchal system, feminist literary criticism

The origin of feminist criticism

The role of women remains one of the most controversial and ambiguous issues to consider. Throughout history, women’s status and exposure to society varied considerably in accordance with many factors like time, cultural, political backgrounds, etc. With the development of women’s authority, the interest in feminine nature has significantly increased and took up the question of correct interpretation and analysis of all kinds of texts. In the modern world, new approaches such as feminist criticism investigate the accurate definition of femininity in terms of literature considering the image of female characters in a range of literary works.

The definition of feminist criticism refers to analysis and examination of the way women were portrayed in literature and other art forms at different times. Moreover, representatives of this movement deconstruct classic texts questioning the supremacy of male authors over female ones avowed by society. Starting from the first

wave of political movement feminism during the 19th and early 20th centuries, it has widely spread and entrenched in the 1960s as a fully-fledged approach. Multiple prominent feminist writers and critics such as Julia Kristeva, Luce Irigaray, and Hélène Cixous urged to abhor conventional methods of reading and regard female exclusion from the literary world from different perspectives. In their works, they utilised critical thinking towards both the background of the text (social prejudices and attitude to females, moral and political situation) and the author's writing style.

Female sexuality

The new approach to women's nature was not limited by literary analysis and attracted specialists from other spheres of human interests, including linguists, historians, psychologists, etc. Prominent Austrian neurologist Sigmund Freud, the founder of psychoanalysis, reflected on the roots of *female sexuality* in his numerous scientific works. According to him, there are only two basic drives that motivate all human thought, emotions, and behaviour. Freud assumed these two factors – *sex* (Eros, life instinct) and *aggression* (Thanatos, death instinct) – influence women and men to the same extent. The loyal followers of his methods and approach to human mind analysis, like French psychiatrist, Jacques Lacan, continued to expand upon the themes of psychoanalysis and shifted these concepts to literature. The interest in relationships between sexes became a new subject of study and turned scholars to literature in search of the fresh meaning of women's nature and thereby their influence on society and culture in different periods.

Sexualisation of women in literature *The Wife of Bath' Tale*

Female sexuality has become a popular theme in modern literary works investigating both sexual identity and behaviour. However, there were numerous prose and poetry writers who implicitly or explicitly touched upon this topic to varying degrees throughout

centuries. In medieval literature flourishing from nearly 470 to 1500 CE, the image of women as inferior to men was dramatically changed under the influence of such phenomenon as courtly love. Being an important part of romance basing on adventures and affairs of knights, courtly love implied platonic relationships between a knight and his lady in which the second one necessarily takes a higher position. This feminine supremacy and liberty possible for representatives of certain social groups was the first sign of significant shift in male perception of women. However, for other social classes there still was a tendency to consider women a less important category of people and portray them innocent, sexual, decisive or utterly incompetent in the affairs of males at the same time.

Geoffrey Chaucer, one of the greatest English poets, was among the first to present female's independence from the male-dominated system, which imposes patriarchal values and norms to society of the 14th century. *The Wife of Bath's Tale*, one of the most well-known tales by Chaucer, recounts the status of widows and freedom available for them in many spheres, including property management or choice of sexual partners. Such an exceptional position of some women in Medieval Times could be taken as one of the first signs of considerable shift that happened in human consciousness and influenced the attitude to femininity.

The concept embedded in this romance was the females' primacy over men in sexual and marital life. Thus, it was at odds with the Church teaching that served as an essential guide in most spheres of life in that period. From the perspective of the Medieval Church, a woman was inherently a temptress who led men astray and enticed them to sexual relationships. The only way to protect themselves was male patronise and obedience. In his turn, Chaucer rephrased the statements of the Church, which expressed its preferences for spiritual and moral values, and turned his attention to extramarital love and sexual drive, both of which he also equated with femininity. As an example, St. Paul, who was famous for his adherence to singlehood and esteemed among Christians, claimed that "It is good for them to stay unmarried, as I am. But if they cannot control themselves, they should marry, for it is better to marry than to burn with passion" (Corinthians 7:9). Contrary to his

statement, *The Wife of Bath* constitutes the progressive set of ideas about female eroticism, authority, and experience of sexual intercourse outside the marriage.

Chaucer's privilege to female characters in this particular romance consists in the power and authority endowed to such characters as Old Woman and Queen, both of whom dispose of the destiny of the male hero, Knight. Starting with female narrative voice, the author underlines the significance women's perspective on numerous relevant to medieval times topics like clerics, family institution, and social roles of men and women. Despite the shift from first to third-person narration, it remains female to explain the complexity of sexuality and romantic tension to the full extent.

Moreover, the world created by Chaucer is the world of dominant women who have several appearances and origins, such as a human, fairy, or enchantress: "Al was this land fulfild of faerie/ The elf-queen, with hir joly compaignie" (859–860 lines). Wife of Bath lives in a world of love affairs and experience, which she deems the only authority and essential element of her feminine nature. She also connects the skill of outwitting and cunning intelligence learned through relationships with her five husbands with an understanding and acceptance of her female features. Her multiple marriages should not be considered as the violation of preaching since there was no reference to the precise number of marriages allowed by the Church. It could be concluded that Wife plays with the Bible shrewdly and twists it around for her purposes. She often alludes to Christ's doctrine, arguing that the indispensable role of women confined to taking part in numerous sexual relationships and continue a bloodline: "But wel I woot expres, without lye/ God bad us for to wexe and multiplie" (lines 27–28).

Thus, *The Wife of Bath's Tale* contrasts the virginity and innocence of the body, praised by clergy, with the supremacy of women and many sexual encounters. Additionally, Geoffrey Chaucer regards experience as the language of communication between men and women, which helps the last ones better to understand femininity and hence their wishes and thoughts. The storyline of the knight, single male character, also depends on the experience he gains throughout his travel, looking for an answer to the question of the genuine desire of any woman.

This small hint right at the beginning of the story points to the correct answer about females' "soveraynetee" and "maistrie" over males (818 line). Without experiencing femininity, men are not able to make sense of its value in this female-dominated world of mystery, charm, and seduction.

Nevertheless, the principal moral of the tale conveyed by Geoffrey Chaucer does not lay in the full control of women over men but the finding compromises and middle ground between sexes. "Education" of men is the first aim of the Wife of Bath's Tale. Although the story has an Arthurian setting, it is not romance where the knight gets his trophy having completed a quest. The author does not share the name of the knight with his reader since he identified him with the whole males who need to "learn the lesson" how to treat women's nature better. The story ends with the scene when the knight gives his wife the right to decide which appearance is more favoured for her. Having understood her feminine experience, he receives a young and lovely wife.

Metaphysical poetry (John Donne, Andrew Marvell)

Despite some momentous changes in social perception of women in the Middle Ages, they still had to struggle with the patriarchy and men exercising control over them. In the 17th century, females expected to meet specific requirements in order to comply with the image of the ideal daughter or wife imposed by their fathers and husbands. In those days, Western culture went through the period of gender and sexual preference identity caused by considerable shift in the consciousness of people. English Civil war and its consequences considerably influenced society and encouraged people to wonder about new topics as well as revisit the old ones. It was an appropriate condition for the emergence of a new literary movement called Metaphysical Poetry.

Metaphysical Poetry constitutes the extraordinary game between intelligence and emotion which main characteristics are the complexity of ideas and thoughts, ingenuity, expressiveness, and the frequency of paradoxes. Moreover, the representatives

of such peculiar literary movement do not stick to one particular style; therefore, their works should be treated from different perspectives. While the first metaphysical poems were created in the 17th century and heavily criticized for extravagance and boldness, the recognition of the movement and the name itself were given only in the 20th century.

Poems by John Donne and Andrew Marvell, who were the predecessors of this movement, became a basis for all young poets whose attitude to the existing literary style differed from the contemporaries. The primary purpose of metaphysical poetry is to amend the norms of writing and give new meanings to familiar words and expressions.

John Donne, one of the most prominent English metaphysical poets, was famous for his distinctive language rife with similes, paradoxes, and extraordinary metaphors. The theme of female sexuality was a significant part of his prose and poems, as well as religious and social conflicts. Donne's works are full of reflections on feminine psychology, gender issues, and eroticism represented both implicitly and explicitly. The complexity of language spawned the duality of a woman as the reader, or someone to whom it was devoted, and the object or character. Analysis of Donne's poems reveals the main challenge of his sexuality interpretation. The lack of clarity appears due to the instability of his attitude to women as a lover, sexual partner, or patron. In a nutshell, the female image in his poems is always vague, intricate and serves as a contradiction between sinful flesh and pure soul.

Donne's poem "Air and Angels" is an excellent example of the concept which he directly or indirectly followed in most of his literary works. The unity of spirit and body is inherently connected to the relationship between man and woman, sometimes the sexual one. In the first stanza, he regards the physical body only as a shell, which souls can leave, and states disembodied love to the listener, his voiceless lover. By this, he claims the love of two is above shape, above flesh and, consequently, above the sexual desire too. His affection for the listener is independent of the shape of her body, and feminine beauty, the only alluring feature for him is her soul. However, over the next stanza, he admits that love must have a corporeal body to strengthen the link

between lovers. He compares the body of his listener with a particular space, the absence, they need to fill up with love: "But since my soul, whose child love is/ Takes limbs of flesh, and else could nothing do/ More subtle than the parent is/ Love must not be, but take a body too" (7–10 lines). Speaker hesitates between the "angels' purity" and pleasure available only to physical forms. His attitude to the woman's body and sexuality rapidly changes as a result of the stream of consciousness. Donne introduces the term "objectivization" related to women and demonstrates their essential role as a secret dream or object of male sexual drive.

Another author, whose literary creativity also mainly focuses on female eroticism, premarital sex, and love, is Andrew Marvell. Lust became the theme of one of the most famous Marvell's poems, "To His Coy Mistress", where a man forces a maiden to sexual intimacy. Carpe diem or "enjoy yourself while you have the chance" was the principle to which Marvell related most of his stories. In the poem, the objectivization of women risen to the forefront, becoming even more evident than in the works of Donne. From the perspective of Marvell, the sexuality of women is an essential part of her youth and thus her beauty to enjoy it while both speaker and listener are alive. It was the reason why the male character tried to persuade the woman to have sex with him before her death: "Nor, in thy marble vault, shall sound/ My echoing song: then worms shall try/ That long preserved virginity/ And your quaint honour turn to dust" (26–29 lines), Marvell sees a woman's virginity as a needless barrier between her and man impending pleasure and sexual satisfaction. The transience of life compared with the transience of love devoted only to young and courageous.

For both Marvell and Donne, love is impossible without its physical manifestation, thereby male speakers of poems insist on affinity, both spiritual and corporeal. Sexual drive fused and encouraged metaphysical poets to speculate about the unity of love, soul, and body. Even though both authors highlight the crucial role of sexual intercourse and flesh, women in their poems are always side-lined and disembodied. They remain the whole concept of femininity rather than its concrete incarnation and stay indifferent to revelation of the speaker.

Comparison

Numerous poets and prose-writers treat the concept of female sexuality as an essential source of inspiration at all times. Before comparing so distinct literary movements and their perspectives on eroticism and sexual intercourse, a significant shift of women's authority should also be mentioned. Starting with Ancient times, the role of women both in reality and literature had learned the hard way before they achieved recognition and respect. The status of a property or men's servants slowly rose to the image of independent members of society able to manage their life by themselves. Such noticeable changes in the female's role formed the basis for Geoffrey Chaucer's *The Wife of Bath Tale* and metaphysical poems by Andrew Marvell and John Donne.

There is a strong congruence between medieval and metaphysical perspectives on femininity. One of the most evident resemblances is feminine sexuality as the core message underpinning the development of the plot. However, women in Donne's and Marvell's poems are voiceless and unseen. They deny any suggestion to enter into sexual relationships with male speakers who regard them only as objects of sexual drive and passion. At the same time, the main character of the medieval tale, the Wife, portrayed as the subject or initiator of intimacy.

What is more, Chaucer's view of female attractiveness rests on her experience; that is why the Wife living in a female-dominated world speaks about her marital life freely. She does not need to be beautiful and young since male interest in her based on other things such as her reputation, wealth, and sagacity. On the other hand, in metaphysical poetry, the value of women comes down to her virginity as the most cherished dream of men. It is the same with her sexuality, which has to be embodied, unlike the Wife, whose femininity more abstract and independent of males' opinions.

One more significant distinction is the way women's sexuality was represented. The theme of sex in metaphysical poetry is very complicated and combines many elements such as love and interconnection between the soul and the corporeal body. As a result, authors use a range of literary devices to reveal the meaning put in the poem, thereby the reader's attention is focused only on the erotic aspect instead of characters or plot development. In contrast to this

transparency, Chaucer does not describe the Wife's feminine nature explicitly; consequently, the attitude to sexual relationships took second place. This difference derives from the original purpose of the tale which moral lies in the change of public attitudes to women. Moreover, meanwhile, the aim of metaphysical poets is the revision of existing concepts, including sexual behaviour and education.

Summing up the ideas presented in this essay, the concept of female sexuality attracts numerous authors of all times and cultures. However, each century, literary movement and author portray women's nature in their manner according to the system of values and traditions inherent in a particular period. Female sexual independence in the Middle Ages and subsequent objectification in metaphysical poetry are only stages of the complicated process of determination. Despite the complexity and ambiguity of females' images through history and literature, it remains one of the most exciting and popular topics for investigation nowadays.

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Педагогическое моделирование проектной деятельности в вузе

Аннотация: в статье рассматривается потенциал педагогического моделирования проектной деятельности в вузе, как одного из приоритетных направлений развития современной педагогической мысли, находящейся на очередном этапе своего развития, направляемого нуждами социальных процессов действительности, а также неудовлетворенностью результатами использования лишь традиционной модели обучения.

Ключевые слова: педагогическое моделирование, проектная деятельность, проектная деятельность в вузе.

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Pedagogical Modeling of Project Activity in Higher Education Institution

Abstract: the article considers the potential of pedagogical modeling of project activity in the university as one of the priority directions of development of modern pedagogical thought, which is at the next stage of its development, directed by the needs of social processes of reality, as well as dissatisfaction with the results of using only the traditional model of education.

Keywords: pedagogical modeling, project activity, project activity in higher education institution.

Проектная деятельность отвечает запросам современного общества в связи с информационным, экономическим, культурным и технологическим изменениям в мировом пространстве, в частности в России. Ответом на требования, предъявляемые современ-

ном обществом к образовательному процессу, может послужить моделирование, обладающее, по мнению ученых, способностью разрешать проблемы как теоретического характера, так и практического наполнения [7]. Проектирование, в свою очередь, это «теоретический способ создания технических артефактов и объектов иной природы» [3, с. 3].

В некоторых исследованиях, понятия «проектирование» и «моделирование» рассматриваются как синонимичные (Колесникова), в других же подчеркивается их различие, заключающееся в направленности вышеуказанных процессов, а именно использование моделирования для переосмысления имеющихся знаний, а также для прогнозирования будущих изменений, в то время как проектирование, по природе своей, занимается созданием планируемого будущего, но никак не прошлого [2; 4].

Специфика педагогического проектирования отражает потребности современного образовательного процесса, как социального процесса, подвергающегося постоянным изменениям, так как с ее помощью создается не только проект, способный восполнить нехватку того или иного материала, системы, ресурса и т.п., но и разрабатывается объект профессиональной деятельности на основе научного опыта ведущих исследователей, в том числе с использованием современных информационно-коммуникационных технологий, ускоряющих развитие многочисленных сфер современного общества [3].

Проектирование касается как содержания, так и реализации проектной деятельности, обладая определенными этапами, выстроенными в рамках образовательного процесса в вузе [3].

В отличие от нетрадиционного проектирования, при котором объект проектирования остается неизвестным, а преследуется лишь достижение цели [5], педагогическое проектирование имеет определенный объект, коим является сам образовательный процесс.

Ученые подчеркивают общественный характер педагогической деятельности, выражаемый через:

- выбор социально значимых тем проектов;
- многообразие видов коммуникации между участниками проекта;

- особенности процесса коммуникации, обусловленные сферой деятельности;
- результат проектной деятельности [3].

Осознанный характер педагогического проектирования, является залогом его эффективности. Неотъемлемой составляющей проектирования представляется определенная последовательность практикоориентированной мыслительной деятельности по осуществлению проектной деятельности, нацеленная на достижение запланированного результата, а также сопровождаемая обязательной обратной связью на постоянной основе от участников педагогического проектирования в целях своевременной корректировки действий с учетом поступающей информации в виде отчетов с использованием анализа и самоанализа (рис. 1).

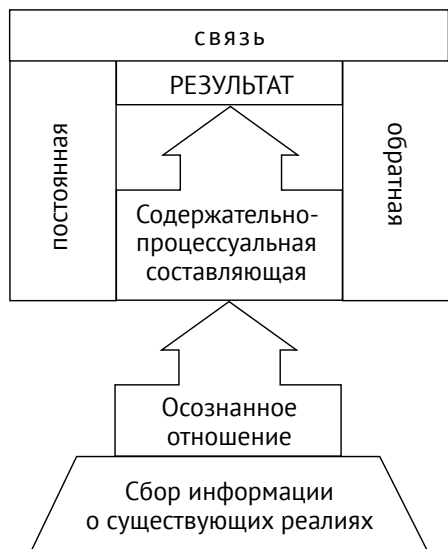


Рис. 1. Схема проектной деятельности (на основе работы Колесниковой И.А.)

Каждый педагог вправе использовать существующие результаты педагогического проектирования, т.е. модели, в своей деятельности, внося определенные изменения, не имеющие негативного

влияния на результат образовательного процесса. С данным процессом связано понятие проектного конструирования, подразумевающее изменение педагогического проектирования на основе перестановки имеющихся составляющих в новые сочетания, а также с учетом современных информационно-коммуникационных технологий и их потенциала по увеличению эффективности образовательного процесса [1].

Залогом успешности построения проектной деятельности является учет определенного ряда условий, а именно:

- состояния образовательной сферы;
- круга интересов участников;
- их готовности к динамичному характеру сопутствующих изменений;
- реальности достижения планируемых результатов;
- мониторинга индивидуального, а также коллективного вклада в проектную деятельность [6].

Таким образом, суть педагогического моделирования проектной деятельности в вузе может быть выражена в:

- 1) открытой позиции по отношению к инновациям с учетом логики построения проектной деятельности и реальных потребностей образовательного процесса;
- 2) следовании нормированным этапам проектной деятельности, как гаранта высокой степени организованности всего процесса педагогического моделирования;
- 3) сотрудничестве и сплоченности участников педагогического моделирования с целью достижения желаемого результата.

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Реализация принципа креативности обучения в процессе подготовки к экзамену IELTS

Аннотация: статья предлагает обоснование важности использования креативного принципа обучения в процессе подготовки студентов к IELTS. Авторы полагают, что развитие креативных способностей оказывает положительное влияние на формирование навыков и умений, необходимых для успешной сдачи IELTS, а также благотворно влияет на общее развитие когнитивных способностей учащихся.

Ключевые слова: креативный подход к обучению иностранным языкам, принцип креативности, креативное мышление, IELTS, международный экзамен, лингвистическая креативность, креативно-речевые навыки и умения.

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A Creative Approach to IELTS Preparation

Abstract: The article provides a general rationale for the application of the creative approach to IELTS exam preparation process. The authors believe that the development of students' creative thinking skills can have a profound positive effect on students' academic performance and overall test results. The acquisition of creative thinking skills is proposed to be carried out on the basis of a system of creativity-oriented exercises.

Keywords: creative approach to language teaching, creative thinking, international examination, linguistic creativity, creativity-based skill, creativity-based speech exercises.

Актуальность и постановка проблемы. Современное мировое образовательное пространство – многомерная реалья, основу которой составляют интенсивные процессы глобализации и международного сотрудничества во всех сферах и областях знаний. В соответствии с Федеральным законом РФ от 29 декабря 2012 г. № 273 «Об образовании в Российской Федерации» одним из эффективных инструментов интеграции РФ в международное академическое сообщество является развитие программ «академической мобильности обучающихся, педагогических, научных и иных работников системы образования» [1]. Очевидно, что ключевым условием участия в международных научно-исследовательских проектах и академических программах по обмену является способность сторон осуществлять профессиональную иноязычную коммуникацию. При этом для допуска к программам, как правило, требуется документальное подтверждение уровня владения иностранным языком. В связи с чем особую популярность приобретает подготовка к сдаче международных языковых экзаменов, среди которых одним из наиболее востребованных в европейской образовательной среде является экзамен IELTS.

В 2018 году Институт международного образования Московского педагогического государственного университета совместно с Колледжем Голдсмитс Лондонского университета начал реализацию программы бакалавриата по направлению «Лингвистика», профиль «Английский язык и международная коммуникация», целью которой является предоставление современного языкового образования, соответствующего передовым международным стандартам. В рамках данной образовательной программы студенты, успешно сдавшие российские и британские выпускные экзамены, получают два диплома: российский государственный и британский диплом Bachelor of Arts in English. В программе Лондонского университета могут принять участие студенты второго года обучения в МПГУ при условии успешной сдачи независимого экзамена IELTS. В этой связи подготовка к IELTS стала неотъемлемой составляющей учебной программы бакалавриата по направлению «Лингвистика» на первом курсе.

Опыт работы по программе IELTS в МПГУ показывает, что в целом студенты демонстрируют достаточно высокий уровень мотивации в процессе освоения дисциплины. Однако, поскольку экзамен IELTS, как и подавляющее большинство международных языковых экзаменов, обладает достаточно строго заданным форматом, развитие навыков и умений зачастую требует выполнения большого количества однообразных типовых заданий, что может негативно влиять на степень заинтересованности, а также противоречит самой идее индивидуализации обучения, которая должна учитывать уникальные потребности личности [7].

Целью данной статьи является обоснование важности развития креативного мышления обучающихся в процессе подготовки к IELTS. Автор полагает, что развитие навыков и умений, необходимых для успешной сдачи экзамена, осуществляется более эффективно в условиях развития креативного мышления обучающихся, поскольку введение элементов креативного подхода в процесс подготовки активизирует творческие возможности студентов, способствует развитию познавательной деятельности и учитывает принципы личностно-ориентированного подхода в обучении.

Новизна подхода и степень научной разработанности проблемы. Вопросам важности развития креативного мышления уделяется достаточно много внимания в работах отечественных и зарубежных исследователей и психологов (Б.Г. Ананьева, В.И. Андреевой, Т.А. Барышева, Д.Б. Богоявленской, А. Бодалева, Э. де Боно, С.Л. Буковского, Ю.Р. Вагина, Дж. Гилфорда, Д.Л. Джонсона, В.Н. Дружинина, М.М. Зиновкиной, И.Ф. Карповой, М. Кипнис, А. Маслоу, С.А. Медник, Дж. Рензулле, К.Р. Роджерса, Н.В. Рождественской, А.Д. Роу, В.Н. Рындак, С. Тайлер, П. Торранса, Е.Е. Туник, Г. А. Халюшовой, М.А. Холодной и др.).

В своих трудах исследователи предлагают разнообразные определения понятия **креативность**. К одному из наиболее цитируемых авторов можно отнести Дж. Гилфорда [6], основоположника идей креативного мышления, который представляет креативность как совокупность шести основных параметров:

- способность к обнаружению и постановке проблем;
- беглость – способность к генерированию большого числа идей;
- гибкость – способность продуцировать разнообразные идеи;
- оригинальность – способность выдвигать нестандартные, редкие идеи;
- способность к решению проблем на основе анализа и синтеза информации;
- способность усовершенствовать объекты или идеи, добавляя детали.

Поскольку целью данной работы является анализ влияния креативного мышления на формирование иноязычной коммуникативной компетенции, нам кажется уместным рассмотреть также понятие креативность в его более узком аспекте, а именно, с точки зрения лингвистической креативности. Нужно сказать, что в современной науке вопрос развития лингвистической креативности до сих пор является достаточно малоизученным и требует дополнительных исследований. В отечественной науке одним из экспертов, исследующих природу лингвистической креативности, является Г.А. Халюшева. Так, по мнению автора, лингвистическая креативность определяется способностью «личности к извлече-

нию, накоплению и использованию новых знаний по иностранному языку, способствующих ее самореализации, самосозиданию. Лингвистическая креативность связана с творческой восприимчивостью <...>, критическим мышлением, готовностью к изменениям и преодолению стереотипов в профессиональной деятельности» [5, с. 11].

В своей статье «Овладение лингвистической креативностью в контексте овладения иностранным языком» А.В. Галкина в значительной степени конкретизирует основные положения, выдвинутые Г.А. Халюшовой, и предлагает характеризовать лингвистическую креативность как совокупность четырех критериев:

- оригинальность как способность студента находить нестандартные решения коммуникативной задачи – «лингвистически-нестандартное выражение мысли или перевод речевого высказывания нестандартным путем, при котором не теряется смысл оригинального высказывания»;
- соответствие и приемлемость как способность студента проявлять лингвистическую креативность с учетом конкретного социокультурного контекста, в котором осуществляется коммуникативный акт;
- результативность как способность осуществлять эффективное решение коммуникативной задачи [4].

В рамках экзамена IELTS оценка владения английским языком осуществляется по 9-балльной шкале. Большинство учебных заведений, в которых IELTS является одним из условий для зачисления на программу, устанавливают пороговый уровень для кандидатов не ниже 7 баллов, что согласно европейской шкале уровней знания английского языка (Common European Framework of Reference) соответствует владению иностранным языком на продвинутом (Advanced) уровне. Данные требования означают, что студент способен без значительных затруднений осуществлять коммуникацию, владея широким спектром лексических единиц, используя технику перефразирования, широкий набор дискурсивных маркеров и связующих слов, а также разнообразие грамматических структур. Учитывая эти характеристики, не вызывает сомнений, что для достижения минимального проходного балла студенты

должны продемонстрировать владение языком на уровне в известной степени приближенном к уровню носителя языка, иными словами, высокую степень гибкости и вариативности в процессе осуществления коммуникации. Это значит, что процесс обучения, базирующийся на механическом запоминании и множественном повторении материала (который зачастую становится основой подготовки к экзаменам с четко заданным форматом), не может успешным образом способствовать достижению желаемого результата. Что еще раз подтверждает основной тезис данной работы о важности формирования творческих умений студентов с целью развития естественной, спонтанной и грамотной иноязычной компетенции.

Основная часть. Использование креативного мышления как средства развития коммуникативной компетенции предполагает включение в учебный процесс системы упражнений, направленных на развитие креативно-речевых навыков и умений. Под креативно-речевым умением мы, вслед за исследователями феномена креативности С.Л. Буковским и А.В. Литвиновым, будем понимать «экстраординарную способность учащихся участвовать во всех видах речевой деятельности в рамках креативных условий выполнения заданий» [2, с. 2].

В основной части данной статьи мы бы хотели более подробно рассмотреть примеры упражнений на развитие креативно-речевых навыков и умений, которые можно использовать в процессе подготовки студентов в рамках модуля Говорение (Module Speaking).

Поскольку одним из преимуществ креативного подхода является тот факт, что оценка деятельности студента осуществляется «не в категории соотношения правильного и неправильного ответа... а в категории критериев беглости, гибкости и оригинальности» [2, с. 2], авторам данной статьи представляется необходимым учитывать этот фактор в процессе выбора материала и форм работы на занятиях.

Использование дискуссии как метода и формы обучения мотивирует студентов к поиску нестандартных решений поставленных задач, тем самым усиливая креативную составляющую учебного

процесса, одновременно становясь одним из инструментов индивидуализации обучения. Поскольку участие в дискуссии требует от участников определенной подготовки, дискуссия может проводиться в качестве завершающего занятия в рамках заданной темы как способ активизации и углубления изученного материала. Необходимо отметить, что существует огромное разнообразие видов дискуссии, выбор которых будет зависеть от учебных целей и задач курса, уровня языковой подготовки группы и опыта участников. В рамках данной статьи мы бы хотели особенно отметить те виды дискуссий, которые предполагают активное участие всех студентов группы, то есть максимально ориентированы на активизацию разговорной практики участников с учетом формата экзамена IELTS. Так, вид дискуссии под названием «Круги» требует от участников, чтобы в процессе обсуждения они находились лицом друг к другу, образуя два круга: внешний и внутренний. По сигналу преподавателя участники начинают обсуждение заданной преподавателем темы проблемного характера (2–4 мин), по истечении отведенного времени диалоги завершаются, участник прощается, и каждый из партнеров переходит на место своего соседа слева. В других парах по сигналу преподавателя начинается обсуждение новой темы. При каждой смене партнера происходит смена вопроса. Использование данного метода представляется достаточно эффективным, поскольку он очень органично сочетается с третьей секцией модуля *Говорение*, которая организована в формате диалога, предполагающего обсуждение темы проблемного характера. Еще один вид дискуссии под названием «На линии огня» также предполагает особую организацию процесса, предполагающий, что участники становятся в две шеренги лицом друг к другу, образуя пары. Преподаватель вводит тему для обсуждения, при этом один из участников обсуждения в паре отвечает за аргументы «за», а другой – «против». Обсуждение вопроса начинается по сигналу преподавателя, цель сторон убедить противника в своей правоте. Рекомендуемая длительность обсуждения – 4–5 мин. По истечению заданного времени участники меняют партнера, а также меняют и свою позицию по данному вопросу на противоположную. По сигналу преподавателя начинается дискуссия, направления

на убеждение противоположной стороны в своей правоте. В заключение рекомендуется проведение общей открытой дискуссии. В качестве примеров тем для проведения дискуссии в рамках подготовки к IELTS можно привести следующие:

- Реклама создает искусственные потребности.
- Все школы должны обеспечивать учеников музыкальным и художественным образованием.
- Бесплатное высшее образование – это право каждого.
- Смертная казнь является несправедливой и унижительной.
- Представления животных должны быть запрещены в цирках.
- Коррупция, злоупотребление государственной властью в личных целях, не может быть искоренена.
- Хорошая экономика – это хорошая политика.
- Национальная безопасность важнее, чем защита гражданских свобод. И др.

Также хотелось бы подчеркнуть важность включения в образовательный процесс ролевых игр, так как по своей сути ролевые игры могут рассматриваться как один из этапов подготовки к дискуссии. Ряд учебных пособий по подготовке к IELTS, в частности «Complete IELTS», активно используют ролевые игры как элемент подготовки к экзамену.

В своих учебных пособиях С.Л. Буковский в качестве одного из ключевых упражнений, стимулирующих креативное мышление и самостоятельность обучающихся, предлагает использовать рисунки из тестов по психодиагностике П. Торранса и Г. Роршаха [3]. Технология выполнения задания предполагает, что после ознакомления с рисунком студент должен предложить свою интерпретацию изображения. По мнению авторов этой статьи использование данного упражнения помимо развития навыков устной речи, также может оказать благотворное влияние на выполнение студентами первого задания модуля *Письмо (Writing Task 1)*, в рамках которого студентам предлагается описать графически представленную информацию. Практика показывает, что выполнение этого задания вызывает серьезные затруднения, зачастую обусловленные неспособностью студентов понять, что же именно «изображено на картинке» (рис. 1).

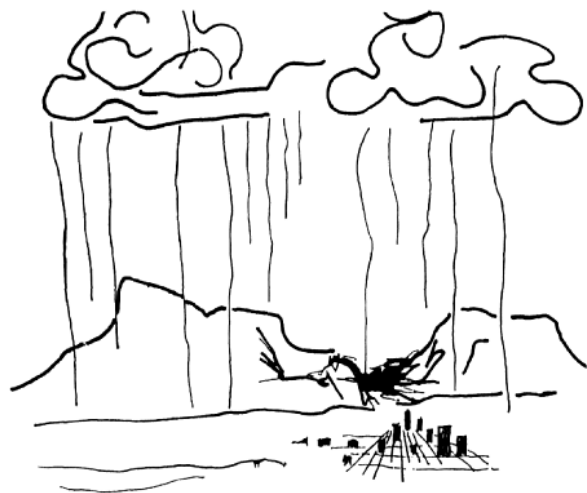


Рис. 1

Учебные пособия по подготовке к IELTS содержат достаточно широкий репертуар речевых упражнений вопросо-ответного типа. В целях развития креативного мышления рекомендуется использовать такие формулировки вопросов, которые мотивируют студентов проявлять творческую фантазию и полет воображения. В качестве примеров вопросов подобного типа можно привести: What do you think homes of the future will look like? How would you improve your hometown? Do you think we will get news in different ways in the future? What kinds of skills are likely to become important in the future? What's the difference between things made by hands and things made by machines?

Также в качестве креативно-речевых упражнений могут быть использованы ситуативные упражнения, побуждающие участников коммуникации анализировать гипотетически возможные ситуации, отвечая на вопросы, данные в сослагательном наклонении. Выполнение данных упражнений побуждает учащихся отходить от привычных шаблонов, анализируя ситуацию с новой, ранее не рассматриваемой точки зрения. Примерные вопросы могут звучать так: What advice would you give your friend if he (she)

were getting married? How would you act if you found yourself on a desert island? What would you do if you lost your way in a deep forest? What would you do if came to the theatre and discovered that you had lost your ticket, etc. [3].

Говоря о системе креативно-речевых упражнений, следует упомянуть достаточно популярные в отечественной методике упражнения дискуссионного типа. Например, размышление над предложенными пословицами и поговорками, цитатами и высказываниями знаменитых людей. Существует большое количество вариаций работы с материалом. Студентам может быть предложено внести свои изменения и креативно переосмыслить заданное высказывание; также в целях развития критического мышления учащиеся могут придумать свои монологические или диалогические высказывания, с использованием данных пословиц и др. Выполнение данных упражнений стимулирует учащихся проявлять гибкость мышления, предлагая необычные решения в условиях нестандартной коммуникативной задачи. В рамках обсуждения вопросов о важности семьи, семейных ценностях и родственных взаимоотношений можно предложить такие пословицы и поговорки, как: "Men make houses, women make homes", "Every dog is a lion at home", "Dry bread at home is better than roast meat abroad", "Every family has a black sheep", etc.

Поскольку устная часть экзамена IELTS направлена на проверку степени сформированности иноязычной коммуникативной компетенции студента, предполагающую способность участника осуществлять эффективную коммуникацию, демонстрируя высокую скорость реакции и беглость речи, для успешного прохождения данного модуля очень важно развивать скорость мышления и формировать умение находить решения в условиях ограниченности времени.

В заключение хотелось бы отметить, что развитие креативного мышления студентов – это процесс, предполагающий активное педагогическое участие и переосмысление существующего опыта. Развитие гибкости, оригинальности и нестандартности мышления учащихся может быть актуализировано посредством использования комплекса упражнений и разнообразных

методов и форм работы, целью которых является мотивировать студентов искать новые редкие способы решения коммуникативных задач, по-новому переосмысливая накопленный опыт. При этом, учитывая экзаменационный формат, одним из важнейших критериев успешности выполнения задания является беглость, то есть способность быстро находить различные варианты решения, а также уметь планировать и эффективно использовать заданное время.

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Применение Инстаграм-«историй» в преподавании английского как иностранного

Аннотация: статья посвящена рассмотрению способов использования «историй» – новейшей функции социальной сети «Инстаграм» – как успешного инструмента в преподавании английского как иностранного.

Ключевые слова: «Инстаграм», социальная сеть, преподавание английского языка как иностранного.

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The Power of Instagram Stories in ESL Teaching

Abstract: due to the recent tremendous popularity growth of social media among teenagers and young adults this paper questions whether Instagram “stories” can be a new and effective tool in teaching English as a second language (ESL).

Keywords: social media, ESL teaching, Instagram.

Nowadays more and more educators in the field of ESL teaching realize that textbooks and class time only are not enough to increase students’ engagement and motivation in learning the language.

Therefore, scholars pay special attention to authentic materials as a tool to use spoken language and increase students' motivation. However, modern technologies are developing so fast that many sources of authentic materials are simply not in the scientific focus and are not considered as ones. One of such sources is Instagram function that is called «stories». It allows users to browse videos by topic of their interest and be exposed to authentic English speech. Due to the dramatic increase in popularity of this social media function among teenagers and young adults Instagram «stories» can possibly become a new and effective tool in ESL teaching to develop a genuine interest in learning the language. Considering this fact, there can be some implications of how we can use the function of Instagram «stories» in our choice of teaching strategies. This paper is aimed to show how the function of Instagram «stories» can be applied in ESL teaching, what major issues can be encountered on the way and how they can be resolved as well as it offers directions for further research in this field.

First of all, a few words about Instagram itself must be said. Instagram is one of the most recognizable and popular social networks at the moment. It was launched in 2010, by 2019 it has reached 1 billion active users with half of them using the platform every day, and its popularity is still increasing [12]. It is especially widespread among teenagers and people under 35 years old [13]. The network exists only in the form of a Mobile Application (MA).

Each Instagram user has their profile where photos or videos can be posted either publicly or privately. Private content can be seen only by the users who formed connections (followers), it will be shown on the followers' «news feed», whereas public content can be seen and browsed by all the network users. Lately, a new function of posting videos has been added, it is called «stories», and it helps to share a short individual video for a limited period of time. Short descriptions or inscriptions can be added to the videos, they are usually called «caption». There is an option of sending messages (direct message) from one Instagram member to another as well as commenting on Instagram «stories» videos. Therefore, Instagram allows sharing pictures, audio, and video content as well as communicating synchronously or

asynchronously. It is one of the most popular social media platforms in the world and it makes possible to see and hear the content that was shared by native speakers of any language, including English, therefore it is obvious that the network became a focus of scientists' interest as a source of ESL teaching materials.

The use of MAs for pedagogical purposes is considered to be one of the most developing fields, due to this fact it is still not researched enough as the concepts of digital learning are constantly changing and new digital tools are continuously appearing, making the research on social media in general and Instagram, in particular, a fruitful field for studies to be conducted worldwide [9].

Even though very little is known about Instagram as a teaching tool, the existing literature on Instagram application in ESL teaching may be divided into three major groups. The first group represents the research on the correlation between Instagram use and students' motivation level [1; 8; 11]. According to Listiani [8], Instagram provides a better understanding to students with low motivation level. Instagram has been seen as a motivation boosting tool, especially for digital natives – people who are accustomed to gadgets and mobile technologies since the time they were born. Sebah Al-Ali successfully demonstrated this feature of Instagram tool in his research that was dedicated to a language bridge program where students had to take pictures and write captions on Instagram for their holiday projects [1].

The second group is mainly dedicated to the practical ways of using Instagram in the classroom and conducted experiments in this field [2; 7; 9]. The study of Mohameed A. AlGhamdi shows how Instagram can be successfully applied as supplementary material for learners in Arabic countries [2]. According to Lillia Khalilova, Instagram is functional in teaching at the university level with advanced students. The researcher shows techniques on how it was applied [7]. Noraien Mansor and Normaliza abd Rahim refer to Instagram as a powerful tool in ESL classrooms and show techniques to use it to leverage students' engagement in the learning process [9].

The third group contemplates on the influence Instagram can possibly have on the development of main language skills [3; 5; 6]. A recent review of the literature on this topic found that Instagram

in ESL teaching seems to help the development of writing skills: Ronan Kelly showed how descriptive writing proficiency can be reached and developed with the use of Instagram photo captions [6]. Recent evidence highlights the impact Instagram has on developing speaking skills: experiments conducted in this field showed that pronunciation, fluency and especially vocabulary were increased when Instagram was applied as well as it provided extra time for studies [5].

Thus, we can say that the research on the topic is actively being carried out, however, social media development is happening so rapidly, that sometimes scientific analysis and consideration can't simply catch up, that is why the total amount of research papers on the topic is still few in number and a new function that was implemented to Instagram services – «stories» – hasn't been a major subject of research in ESL teaching yet, even though it has potential to become one. Instagram «stories» can be introduced to ESL teaching in several ways.

The initial concept of «stories» implies that the users can film either a short video of their everyday life or funny moments or something that is interesting for them and then share it with their followers, the content is accessible for just 24 hours, after that it disappears. The video can be accompanied either by the user's comments or external link to another site, or little drawing, or emoji picture. At the moment Instagram provides the opportunity to save «stories» for a longer period which means followers can always refer to them. The strength of this feature lies in its popularity and easiness of application. It doesn't require as much time and effort as posting a photo or a proper video on Instagram as those are usually edited before, however, «stories» show user's life more authentically. Speaking of which in terms of language teaching, this feature can be a great source of authentic materials as it is known that authentic materials refer to oral and written language materials that are used in daily situations by native speakers of the language [10]. While watching the «stories» one can not only hear authentic speech but also see it in the context and read the appropriate captions. The undoubted flaw in terms of «stories» application in ESL teaching is its temporary nature; however, the option of saving them for later usage eliminated the given disadvantage. It is not clear yet

how successful the «stories» implementation in ESL teaching can be as there hasn't been conducted any experiment yet, but here we provided several ways how this tool can be theoretically used in ESL teaching:

- learners can find Instagram accounts of their favorite public figures, gain authentic vocabulary and set expressions from their speech and then train their speaking skills by retelling the information they got in class. Therefore, the students will be motivated to do so as this task meets their interests, they will practice their listening skills as they will listen to authentic speech and then they will practice speaking.
- learners can be given a particular topic to film their «stories», it can work well as an assessment procedure or revision for vocabulary topics such as “in a restaurant”, “food”, “my house”, etc. First of all, it motivates students not only to share their experience but also to have authentic output. Secondly, it allows them to improve their speaking and also get feedback from their peers or educator.

An educator can film their own «stories» to illustrate the materials they give out to their students as well as a pre-teaching exercise or a modern way to share materials through the link in the «stories».

As can be seen from the examples above, this Instagram feature can become a successful modern teaching strategy as it can provide both authentic output and the possibility of authentic listening input. However, some challenges might be encountered on the way.

The implementation of this tool requires all the learners to possess a smartphone with the installed Instagram application as it exists only in the form of a mobile application and can't be used on personal computer. If the condition mentioned above is met, the further challenge might be the reluctance of some learners to share their content publicly due to the fear of negative judgment from other learners or native speakers as well as lack of motivation as it would be an error to assume that those who successfully use various MA for private purpose can effectively transfer this skill to the educational field [4].

Educators can encounter difficulties as well as they might avoid using MA as a tool at their lessons because of a lack of confidence in using

unfamiliar and sometimes even intimidating tools [9]. Moreover, both educators and learners are required to have not only traditional skills needed for language learning but also digital literacy [11].

Another possible issue lies in the field of copyright policy and privacy restrictions. It is not completely established yet in the digital world how the copyright issues must work, for example, whether an Instagram user can use a piece of film or music in the video they post or Instagram «stories». It is a serious subject to discuss in the nearest future.

Therefore, if both educators and students decide to start using Instagram in general and Instagram «stories» in particular as a tool in teaching and learning processes, they should be aware of the fact they can encounter such challenges as lack of digital literacy, a possible violation of copyright policies as well as reluctance of some people to share their content due to the fear of being judged by their peers and other social network users. All the challenges mentioned above illustrate the assumption that a simple transfer of traditional educational practices to the social media environment will not guarantee immediate success and therefore must be adapted accordingly when they are implemented in the teaching course.

This paper contains an assumption that Instagram «stories» can be successfully used as a teaching tool and must be considered as one in further scientific research. It also advocates further research into both the use of social networks as pedagogical tools in general and Instagram in particular. Special attention can be paid to the function of Instagram «stories» as this is the newest feature and it has not been regarded as a second language education tool. Moreover, English lesson programs with integrated Instagram elements can be designed to boost students' motivation and engagement as well as allow using it as authentic material.

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